

Appendix A: Surveys

Participants who attended the 2006 ICLC (February/April ICLC survey)

General Directions: On this survey, we invite you to provide feedback about your participation in the Teacher Quality Enhancement Grant and the Iowa Culture and Languages Conference. The information you provide will be very useful for suggesting ways that future experiences can be made most valuable for you and your colleagues. If you have questions about the survey or any of the items, please ask the survey administrator for clarification. *Thank you for your responses!*

Part I. I[±]

Consider your knowledge about English language learners before the start of the Iowa Culture and Languages Conference. Please circle the number below that best represents your knowledge at that time about each numbered topic:

<i>Before the start of the ICLC, how knowledgeable were you about each of the following?</i>	Very Knowledgeable				Not At All Knowledgeable		
1. The educational needs of ELL students	6	5	4	3	2	1	
2. The numbers of ELL students in Iowa	6	5	4	3	2	1	
3. The numbers of ELL students in your district or school	6	5	4	3	2	1	
4. Barriers to ELL student learning in English and Language Arts classes	6	5	4	3	2	1	
5. Barriers to ELL student learning in math classes	6	5	4	3	2	1	
6. Barriers to ELL student learning in science classes	6	5	4	3	2	1	
7. Methods to improve the preparation of new teachers for ELL students	6	5	4	3	2	1	
8. Pedagogical techniques that support ELL student learning	6	5	4	3	2	1	
9. Curricula that support ELL student learning	6	5	4	3	2	1	
10. Barriers to identification of gifted and talented ELL students	6	5	4	3	2	1	
11. The social needs of ELL students	6	5	4	3	2	1	
12. Ways to improve the teaching of ELL students in math	6	5	4	3	2	1	
13. Ways to improve the teaching of ELL students in science	6	5	4	3	2	1	

- | | | | | | | |
|---|----------|----------|----------|----------|----------|----------|
| 14. Ways to improve the teaching of ELL students in language arts | 6 | 5 | 4 | 3 | 2 | 1 |
| 15. Ways to improve teaching in other content areas (Please specify): _____ | 6 | 5 | 4 | 3 | 2 | 1 |

[±] Items on the February and April ICLC survey were identical with the following exceptions: the February survey included the stem *ways to improve teaching for ELL students* and the stem *ways to improve the teaching of ELL students in your content area* instead of items 12-15

Part II. [±]

For each of the following, please circle the one best choice that indicates the value of your participation at the Iowa Culture and Languages Conference based on the way you now perceive it. If you don't know or have no opinion, please circle "N".

<i>How valuable was participating in the ICLC for each of the following?</i>	Very Valuable			Not At All Valuable			No Opinion
1. Learning more about ELL student characteristics	6	5	4	3	2	1	N
2. Learning more about ELL student needs	6	5	4	3	2	1	N
3. Understanding the need for teacher candidates to learn how to teach ELL students	6	5	4	3	2	1	N
4. Learning about barriers to ELL learning in math	6	5	4	3	2	1	N
5. Learning about barriers to ELL learning in science	6	5	4	3	2	1	N
6. Learning about barriers to ELL learning in language arts	6	5	4	3	2	1	N
7. Learning about pedagogical techniques to support ELL learning	6	5	4	3	2	1	N
8. Learning about the social needs of ELL students	6	5	4	3	2	1	N
9. Learning how to provide educational support for ELL students	6	5	4	3	2	1	N
10. Learning how to provide educational support for gifted ELL students	6	5	4	3	2	1	N
11. Learning how to provide educational support for ELL students with special needs	6	5	4	3	2	1	N
12. Understanding some of the challenges ELL students face	6	5	4	3	2	1	N
13. Learning more about differences in ELL students' backgrounds	6	5	4	3	2	1	N

14. Learning more about differences in ELL students' skills	6	5	4	3	2	1	N
15. Learning more about differences in ELL students' talents to be developed	6	5	4	3	2	1	N

⁺Items on the February and April ICLC survey were identical with the following exceptions: Item 4 on the February survey was revised to Items 4-6 on the April survey

Part III.

Please comment on the following in your own words. If you need more space, please continue on the back of this sheet.

1. In what ways was participating in the Iowa Cultures and Languages Conference been useful to you?
2. What would you like to accomplish by participating in the Teacher Quality Enhancement program?
3. What can be done to make your continued participation in the TQE program most beneficial to you and the ELL students you teach?
4. Describe your previous preparation or experience teaching ELLs or preparing other teachers to teach ELLs.
5. As a teacher educator, teacher, or future educator, what topics and issues would you like to learn more about to better prepare you to teach diverse learners, especially ELL students? Are there specific courses or workshop topics that would help you?
6. Any other expectations, wishes, comments, or suggestions?

Part IV.

Please provide the following demographic information:

Age _____ Sex: _____ F _____ M

Subject matter areas _____ Years teaching _____

Please check one: _____ Higher education instructor/professor

_____ Teacher

_____ Teacher Candidate

_____ Other (please specify) _____

Have you participated in the Our Kids Institutes before?¹ Yes ____ No ____

Are you a lead team member?² Yes ____ No ____

Do you consider yourself experienced with ELL?³ Yes ____ No ____

Please list the languages you speak with fluency. List all in order of fluency.

1st _____ 2nd _____ 3rd _____

Please list the languages that you speak well enough to communicate (but do not consider yourself fluent):

1st _____ 2nd _____ 3rd _____

Thank you very much for providing this feedback! For questions or comments about this survey, please contact Don Yarbrough, Director, Center for Evaluation and Assessment, University of Iowa by phone at 319-335-5567 or email at d-yarbrough@uiowa.edu.

¹ Included on the April version only

² Included on the April version only

³ Included on the April version only

April 2006 survey (did not attend the ICLC)

General Directions: In this email survey, we invite you to provide feedback about your participation in the Teacher Quality Enhancement Grant. The information you provide will be very useful for suggesting ways that future experiences can be made most valuable for you and your colleagues. If you have questions about the survey or any of the items, please email ellen-wolter@uiowa.edu.

Part I.

Consider your knowledge about English language learners (ELLs). For each statement below, put an 'X' next to the number that best represents your knowledge about ELLs.

How knowledgeable are you about each of the following?

1. The educational needs of ELL students.

- ☐ 6 Very Knowledgeable
- ☐ 5
- ☐ 4
- ☐ 3
- ☐ 2
- ☐ 1 Not At All Knowledgeable

2. The numbers of ELL students in Iowa

- ☐ 6 Very Knowledgeable
- ☐ 5
- ☐ 4
- ☐ 3
- ☐ 2
- ☐ 1 Not At All Knowledgeable

3. The numbers of ELL students in your district or school

- ☐ 6 Very Knowledgeable
- ☐ 5
- ☐ 4
- ☐ 3
- ☐ 2
- ☐ 1 Not At All Knowledgeable

4. Barriers to ELL student learning in English and Language Arts classes

- ☐ 6 Very Knowledgeable
- ☐ 5
- ☐ 4
- ☐ 3
- ☐ 2
- ☐ 1 Not At All Knowledgeable

5. Barriers to ELL student learning in math classes

- ☐ 6 Very Knowledgeable
- ☐ 5
- ☐ 4
- ☐ 3
- ☐ 2
- ☐ 1 Not At All Knowledgeable

6. Barriers to ELL student learning in science classes

- _____ 6 Very Knowledgeable
_____ 5
_____ 4
_____ 3
_____ 2
_____ 1 Not At All Knowledgeable

7. Methods to improve the preparation of new teachers for ELL students

- _____ 6 Very Knowledgeable
_____ 5
_____ 4
_____ 3
_____ 2
_____ 1 Not At All Knowledgeable

8. Pedagogical techniques that support ELL student learning

- _____ 6 Very Knowledgeable
_____ 5
_____ 4
_____ 3
_____ 2
_____ 1 Not At All Knowledgeable

9. Curricula that support ELL student learning

- _____ 6 Very Knowledgeable
_____ 5
_____ 4
_____ 3
_____ 2
_____ 1 Not At All Knowledgeable

10. Barriers to identification of gifted and talented ELL students

- _____ 6 Very Knowledgeable
_____ 5
_____ 4
_____ 3
_____ 2
_____ 1 Not At All Knowledgeable

11. The social needs of ELL students

- _____ 6 Very Knowledgeable
_____ 5
_____ 4
_____ 3
_____ 2
_____ 1 Not At All Knowledgeable

12. Ways to improve the teaching of ELL students in math

- _____ 6 Very Knowledgeable
_____ 5
_____ 4
_____ 3

____ 2
 ____ 1 Not At All Knowledgeable

13. Ways to improve the teaching of ELL students in science

____ 6 Very Knowledgeable
 ____ 5
 ____ 4
 ____ 3
 ____ 2
 ____ 1 Not At All Knowledgeable

14. Ways to improve the teaching of ELL students in language arts

____ 6 Very Knowledgeable
 ____ 5
 ____ 4
 ____ 3
 ____ 2
 ____ 1 Not At All Knowledgeable

15. Ways to improve teaching in other content areas (Please specify): _____

____ 6 Very Knowledgeable
 ____ 5
 ____ 4
 ____ 3
 ____ 2
 ____ 1 Not At All Knowledgeable

Part II.

Please comment on the following in your own words.

1. What would you like to accomplish by participating in the Teacher Quality Enhancement program?

2. What can be done to make your continued participation in the TQE program most beneficial to you and the students you teach?

3. Describe your previous preparation or experience teaching ELLs or preparing other teachers to teach ELLs.

4. As a teacher educator, teacher, or future educator, what topics and issues would you like to learn more about to better prepare you to teach diverse learners, especially ELL students? Are there specific courses or workshop topics that would help you?

5. Any other expectations, wishes, comments, or suggestions?

Part III.

Please provide the following demographic information:

Age ____

Gender _____

What subject matters do you teach? _____

Years Teaching _____

Professional Status

_____ Higher education instructor/professor

_____ Teacher

_____ Teacher Candidate

_____ Other

Have you participated in the Our Kids Institutes before?

_____ Yes

_____ No

Are you a lead team member?

_____ Yes

_____ No

Do you consider yourself experienced with ELL?

_____ Yes

_____ No

Please list the languages you speak with fluency. List all in order of fluency.

Please list the languages that you speak well enough to communicate (but do not consider yourself fluent):

Our Kids survey (Educators)

**Teacher Quality Enhancement
2006 Summer Institute
Teacher Educator Survey**

General Survey Directions: This survey gives you the opportunity to provide feedback about the Summer Institute you have completed. The information you provide will be very useful in evaluating the value of the institute for you and in suggesting ways that future professional development activities can be improved.

Section I Directions: For each of the following statements, indicate the degree of confidence you feel right now from 0% (not at all confident) to 100% (completely confident). Indicate your responses on the scales to the right of the listed activity by drawing a mark through the line. Note that you can draw a mark at any point on the scale, between or through the percentages that are listed in order to best estimate your degree of confidence. Remember to answer as you really feel, with your best estimate of your confidence. Your answers are confidential and will be grouped with all the other responses to be analyzed so that no one will know how you responded. If you don't have an opinion, or if the question is not applicable to you, please select "NA". If you have questions about what you should do, or questions about any of the items, please ask the survey administrator for clarification. Continue until you have completed all the items. Thank you!

As a result of your participation in the 2006 Summer Institute, how confident are you that you can...	Not at all Confident	Completely Confident
1. teach future educators to recognize the educational needs of ELLs	0% 10 20 30 40 50 60 70 80 90 100%	Formatted: Bullets and Numbering
2. prepare teacher candidates to respond to the important challenges of classroom instruction for ELLs	0% 10 20 30 40 50 60 70 80 90 100%	Formatted: Bullets and Numbering
3. provide effective training about ELLs to teacher candidates	0% 10 20 30 40 50 60 70 80 90 100%	Formatted: Bullets and Numbering
4. provide teacher candidates with tools and strategies for teaching ELLs	0% 10 20 30 40 50 60 70 80 90 100%	Formatted: Bullets and Numbering
5. strengthen teacher candidate programs to include quality training about ELLs	0% 10 20 30 40 50 60 70 80 90 100%	Formatted: Bullets and Numbering
6. better prepare teacher candidates to work with ELLs and their families	0% 10 20 30 40 50 60 70 80 90 100%	Formatted: Bullets and Numbering
7. prepare teacher candidates to meet ELL students' educational needs	0% 10 20 30 40 50 60 70 80 90 100%	Formatted: Bullets and Numbering
8. prepare teacher candidates to use appropriate techniques to identify ELL students with special needs	0% 10 20 30 40 50 60 70 80 90 100%	Formatted: Bullets and Numbering

As a result of your participation in the 2006 Summer Institute, how confident are you that you can...

**Not at all
Confident**

**Completely
Confident**

9. prepare teacher candidates to use appropriate techniques to identify ELL students with special needs	0%	10	20	30	40	50	60	70	80	90	100%	--NA	Formatted: Bullets and Numbering
10. prepare teacher candidates to avoid inappropriate referrals of ELLs to special education programs	0%	10	20	30	40	50	60	70	80	90	100%	--NA	Formatted: Bullets and Numbering
11. teach strategies for accelerating the language and literacy development of ELL students	0%	10	20	30	40	50	60	70	80	90	100%	--NA	Formatted: Bullets and Numbering
12. develop components for an ELL program that will lead to ELL endorsement for teacher candidates	0%	10	20	30	40	50	60	70	80	90	100%	--NA	Formatted: Bullets and Numbering

Section II, Part 1 Directions: For each of the following events or presentations, please indicate whether you plan to use or implement insights, knowledge, skills or strategies in your work with teacher candidates based on the information and/or materials you experienced during that presentation. Your response can range from Strongly Agree (“SA”) to Strongly Disagree (“SD”). If you don’t have an opinion, or if you didn’t attend the specific presentation, please circle “nr” for “no response”. Please write any comments you have in the margins.

I plan to use specific knowledge, skills, or strategies from the following...

	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	No Response
Stephaney Jones Vo – <i>Orientation</i>	SA	Ma	sa	sd	Md	SD	nr
Helene Grossman – <i>Our Kids DVD</i>	SA	Ma	sa	sd	Md	SD	nr
Vinh Nguyen – <i>Parents & Community</i>	SA	Ma	sa	sd	Md	SD	nr
“Life in a Second Language” Simulation	SA	Ma	sa	sd	Md	SD	nr
Discussion of “Life in a Second Language” Simulation	SA	Ma	sa	sd	Md	SD	nr
James Crawford – <i>Education Policy & Language Politics</i>	SA	Ma	sa	sd	Md	SD	nr
Kathleen Bailey – <i>Teacher Training</i>	SA	Ma	sa	sd	Md	SD	nr
Norma Hernandez – <i>Funding Resources</i>	SA	Ma	sa	sd	Md	SD	nr

Mario Sosa— <i>A Recent Graduate's Perspective</i>	SA	Ma	sa	sd	Md	SD	nr
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Mary Schleppegrell— <i>Academic Language</i>	SA	Ma	sa	sd	Md	SD	nr
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Part 2 Directions: Now for the same list of presentations, please indicate how engaged you were as a participant, using the scale on the right. Circle the number that best describes your learning engagement for that session, using the following scale. If you don't have an opinion, or if you didn't attend the specific presentation, please circle "nr" for "no response." Please write any comments you have in the margins.

Non-Learner	Semi-Attentive	Engaged Recipient	Active Cooperator	Advanced Synthesizer & Integrator	No Response
1	2	3	4	5	nr

How engaged were you as a learner for each of the following?

	Non-Learner 1	Semi-Attentive 2	Engaged Recipient 3	Active Cooperator 4	Advanced Synthesizer & Integrator 5	No Response nr
Stephaney Jones-Vo – <i>Orientation</i>	1	2	3	4	5	nr
Helene Grossman – <i>Our Kids DVD</i>	1	2	3	4	5	nr
Vinh Nguyen – <i>Parents & Community</i>	1	2	3	4	5	nr
"Life in a Second Language" Simulation	1	2	3	4	5	nr
Discussion of "Life in a Second Language" Simulation	1	2	3	4	5	nr
James Crawford – <i>Education Policy & Language Politics</i>	1	2	3	4	5	nr
Kathleen Bailey – <i>Teacher Training</i>	1	2	3	4	5	nr
Norma Hernandez – <i>Funding Resources</i>	1	2	3	4	5	nr
Mario Sosa— <i>A Recent Graduate's Perspective</i>	1	2	3	4	5	nr
Mary Schleppegrell— <i>Academic Language</i>	1	2	3	4	5	nr

Section III Directions: Please respond to the following in your own words. If you need additional room, please number and continue on the last page, on the back, or attach additional paper.

1. Consider everything about the Summer Institute and all aspects of your experience here. What has been most valuable to you?

2. What has been least valuable to you?

3. What could have been done to make this experience better for you?

4. On the first day of the Summer Institute you wrote what you intended to accomplish. Please report and compare what you intended to accomplish with what you have accomplished. With regard to achieving your goals, has the Summer Institute been a good investment of your time and energy?

5. In the coming year, what do you intend to accomplish to help teacher candidates better prepare to teach ELLs?

6. What other new learning that you gained in the Summer Institute do you hope to immediately implement at the beginning of the school year?

Section IV Directions: Please provide the following information about your background and previous experiences:

Your current status (*please mark only one*):

<input type="checkbox"/> Higher Education Instructor/Professor	<input type="checkbox"/> Other (specify)
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Where do you teach? _____

What classes do you teach? _____

—

Please indicate your preparation and experience teaching ELLs (*please check all that apply*):

<input type="checkbox"/> None
<input type="checkbox"/> ELL Endorsement

<input type="checkbox"/> Graduate Education <i>Please describe:</i>
<input type="checkbox"/> In-service(s)/Conference(s) <i>Please describe:</i>
<input type="checkbox"/> Classroom experience teaching ELLs <i>How many years?</i>
<input type="checkbox"/> Other <i>Please describe:</i>

What made you want to attend this Summer ELL Institute? _____

Summer Institute-teacher candidates**2006 Summer Institute, Level 1, Elementary Survey – Teacher Candidates**

General Survey Directions: This survey gives you the opportunity to provide feedback about the Level I Summer Institute you have completed. The information you provide will be very useful in documenting the value of the institute for you and in suggesting ways that future professional development activities can be improved.

Section I Directions: For each item below, indicate your confidence **before** and **after** your participation in the 2006 Summer Institute. Use the scale on the right, which ranges from 0% (not at all confident) to 100% (completely confident), by marking a point on the **'Before' scale** and the **'After' scale**. You can mark a point anywhere on the line between or through the percentages that are listed as the best estimates of how confident you were and are. So for example, if you were only 55% confident about being able to do something, you would mark the line midway between 50 & 60 on the % scale.

You can mark (draw a line through, check or circle) at any point from 0 to 100% that best estimates your degree of confidence. Remember to answer as you really feel, with your best estimate of your confidence. If you don't have an opinion, or if the question is not applicable to you, please circle "NA".

Your answers are confidential and will be grouped with all the other responses to be analyzed so that no one will know how you responded. If you have questions about what you should do or about any of the items, please ask the survey administrator for clarification. Thank you!

Indicate your confidence Before and After (right now) participating in the 2006 Summer Institute about your ability to do each of the following:	Not at all Confident	Completely Confident
1. recognize the specific needs of ELLs	BEFORE: 0% 10 20 30 40 50 60 70 80 90 100% NA	NA
	AFTER: 0% 10 20 30 40 50 60 70 80 90 100% NA	NA
2. respond to the important challenges of classroom instruction for ELLs	BEFORE: 0% 10 20 30 40 50 60 70 80 90 100% NA	NA
	AFTER: 0% 10 20 30 40 50 60 70 80 90 100% NA	NA
3. provide effective academic support to ELLs in the classroom	BEFORE: 0% 10 20 30 40 50 60 70 80 90 100% NA	NA
	AFTER: 0% 10 20 30 40 50 60 70 80 90 100% NA	NA
4. facilitate improved language and literacy development for ELLs	BEFORE: 0% 10 20 30 40 50 60 70 80 90 100% NA	NA
	AFTER: 0% 10 20 30 40 50 60 70 80 90 100% NA	NA
5. teach ELLs effectively in the content areas	BEFORE: 0% 10 20 30 40 50 60 70 80 90 100% NA	NA
	AFTER: 0% 10 20 30 40 50 60 70 80 90 100% NA	NA
6. identify activities which fit the needs, ages, and proficiency levels of ELL students	BEFORE: 0% 10 20 30 40 50 60 70 80 90 100% NA	NA
	AFTER: 0% 10 20 30 40 50 60 70 80 90 100% NA	NA

Indicate your confidence **Before** and **After** (right now) participating in the 2006 Summer Institute about your ability to do each of the following:

Not at all
Confident

Completely
Confident

7. evaluate classroom materials to select those which are most appropriate for ELLs	BEFORE:	0%	10	20	30	40	50	60	70	80	90	100%	NA
	AFTER:	0%	10	20	30	40	50	60	70	80	90	100%	NA
8. adapt or modify curricula appropriately for ELLs	BEFORE:	0%	10	20	30	40	50	60	70	80	90	100%	NA
	AFTER:	0%	10	20	30	40	50	60	70	80	90	100%	NA
9. create new classroom materials appropriate for ELLs	BEFORE:	0%	10	20	30	40	50	60	70	80	90	100%	NA
	AFTER:	0%	10	20	30	40	50	60	70	80	90	100%	NA
10. accurately assess ELL student achievement	BEFORE:	0%	10	20	30	40	50	60	70	80	90	100%	NA
	AFTER:	0%	10	20	30	40	50	60	70	80	90	100%	NA
11. provide effective feedback and follow-through to the assessment of ELL students	BEFORE:	0%	10	20	30	40	50	60	70	80	90	100%	NA
	AFTER:	0%	10	20	30	40	50	60	70	80	90	100%	NA
12. assist ELL students to attain greater language proficiency and literacy achievement	BEFORE:	0%	10	20	30	40	50	60	70	80	90	100%	NA
	AFTER:	0%	10	20	30	40	50	60	70	80	90	100%	NA
13. assist ELL students to attain greater general academic achievement	BEFORE:	0%	10	20	30	40	50	60	70	80	90	100%	NA
	AFTER:	0%	10	20	30	40	50	60	70	80	90	100%	NA
14. apply language acquisition theory to ELLs	BEFORE:	0%	10	20	30	40	50	60	70	80	90	100%	NA
	AFTER:	0%	10	20	30	40	50	60	70	80	90	100%	NA
15. apply second language acquisition methods and your knowledge of the stages in second language acquisition	BEFORE:	0%	10	20	30	40	50	60	70	80	90	100%	NA
	AFTER:	0%	10	20	30	40	50	60	70	80	90	100%	NA
16. integrate your knowledge of culture into useful classroom practices for ELLs	BEFORE:	0%	10	20	30	40	50	60	70	80	90	100%	NA
	AFTER:	0%	10	20	30	40	50	60	70	80	90	100%	NA
17. use the student profiles associated with ELLs	BEFORE:	0%	10	20	30	40	50	60	70	80	90	100%	NA
	AFTER:	0%	10	20	30	40	50	60	70	80	90	100%	NA
18. teach ELLs effectively in math	BEFORE:	0%	10	20	30	40	50	60	70	80	90	100%	NA
	AFTER:	0%	10	20	30	40	50	60	70	80	90	100%	NA

Indicate your confidence **Before** and **After** (right now) participating in the 2006 Summer Institute about your ability to do each of the following:

	Not at all Confident	Completely Confident
19. use your knowledge of literacy development as it specifically relates to ELLs	BEFORE: 0% 10 20 30 40 50 60 70 80 90 100% NA	AFTER: 0% 10 20 30 40 50 60 70 80 90 100% NA
20. apply theories of language acquisition to ELL instruction in your classroom	BEFORE: 0% 10 20 30 40 50 60 70 80 90 100% NA	AFTER: 0% 10 20 30 40 50 60 70 80 90 100% NA
21. use strategies for accelerating the language and literacy development of ELL students	BEFORE: 0% 10 20 30 40 50 60 70 80 90 100% NA	AFTER: 0% 10 20 30 40 50 60 70 80 90 100% NA
22. apply the concept of phonemic awareness as it applies to teaching ELLs	BEFORE: 0% 10 20 30 40 50 60 70 80 90 100% NA	AFTER: 0% 10 20 30 40 50 60 70 80 90 100% NA
23. apply the concept of phonics as it applies to teaching ELLs	BEFORE: 0% 10 20 30 40 50 60 70 80 90 100% NA	AFTER: 0% 10 20 30 40 50 60 70 80 90 100% NA
24. apply and use the concept of fluency as it applies to teaching ELLs	BEFORE: 0% 10 20 30 40 50 60 70 80 90 100% NA	AFTER: 0% 10 20 30 40 50 60 70 80 90 100% NA
25. implement the concept of vocabulary teaching as it applies to teaching ELLs	BEFORE: 0% 10 20 30 40 50 60 70 80 90 100% NA	AFTER: 0% 10 20 30 40 50 60 70 80 90 100% NA
26. implement concepts from text comprehension as they apply to teaching ELLs	BEFORE: 0% 10 20 30 40 50 60 70 80 90 100% NA	AFTER: 0% 10 20 30 40 50 60 70 80 90 100% NA
27. manage the role that culture plays in teaching of ELLs	BEFORE: 0% 10 20 30 40 50 60 70 80 90 100% NA	AFTER: 0% 10 20 30 40 50 60 70 80 90 100% NA
28. attend to the role of parent and family involvement in ELL students' literacy and learning	BEFORE: 0% 10 20 30 40 50 60 70 80 90 100% NA	AFTER: 0% 10 20 30 40 50 60 70 80 90 100% NA
29. create activities that increase helpful parent involvement	BEFORE: 0% 10 20 30 40 50 60 70 80 90 100% NA	AFTER: 0% 10 20 30 40 50 60 70 80 90 100% NA
30. address legal issues related to ELLs	BEFORE: 0% 10 20 30 40 50 60 70 80 90 100% NA	

AFTER: 0% 10 20 30 40 50 60 70 80 90 100% NA

Section II

Part 1 Directions: For each of the following events or presentations, please indicate whether you plan to use or implement insights, knowledge, skills or strategies in your school or classroom based on the information and/or materials you experienced. Your response can range from Strongly Agree (“SA”) to Strongly Disagree (“SD”). If you don’t have an opinion, or if you didn’t attend and participate, please circle “nr” for “no response.” Please write any comments you have in the margins.

I plan to use specific knowledge, skills, or strategies in my classroom/ school from the following ...

	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	No Response
Stephaney Jones-Vo – <i>Orientation</i>	SA	Ma	sa	sd	Md	SD	nr
Helene Grossman – <i>Our Kids DVD</i>	SA	Ma	sa	sd	Md	SD	nr
James Crawford – <i>Education Policy & Language Politics</i>	SA	Ma	sa	sd	Md	SD	nr
Vinh Nguyen – <i>Parents & Community</i>	SA	Ma	sa	sd	Md	SD	nr
“Life in a Second Language” Simulation	SA	Ma	sa	sd	Md	SD	nr
Discussion of “Life in a Second Language” Simulation	SA	Ma	sa	sd	Md	SD	nr
Judy Kinley – <i>Elementary Math</i>	SA	Ma	sa	sd	Md	SD	nr
Lynda Franco – <i>What’s Different About Teaching Reading?</i>	SA	Ma	sa	sd	Md	SD	nr
Mario Sosa— <i>Confessions of a Multicultural Music Teacher</i>	SA	Ma	sa	sd	Md	SD	nr
Stephanie Wessels – <i>Vocabulary</i>	SA	Ma	sa	sd	Md	SD	nr
Marcella Parra & Gilbert Davila – <i>Culture & Legal Issues</i>	SA	Ma	sa	sd	Md	SD	nr
Dr. Socorro Herrera – <i>Reading & Writing</i>	SA	Ma	sa	sd	Md	SD	nr

Part 2 Directions: Now for the same list of events or presentations, please indicate how engaged you were as a participant, using the scale on the right. Circle the number that best describes your learning engagement for that session, using the following scale. If you don't have an opinion, or if you didn't attend, please circle "nr" for "no response". Please write any comments you have in the margins.

Non-Learner	Semi-Attentive	Engaged Recipient	Active Cooperator	Advanced Synthesizer & Integrator	No Response
1	2	3	4	5	nr

How engaged were you as a learner for each of the following?

	Non-Learner	Semi-Attentive	Engaged Recipient	Active Cooperator	Advanced Synthesizer & Integrator	No Response
Stephaney Jones-Vo – <i>Orientation</i>	1	2	3	4	5	nr
Helene Grossman – <i>Our Kids DVD</i>	1	2	3	4	5	nr
James Crawford – <i>Education Policy & Language Politics</i>	1	2	3	4	5	nr
Vinh Nguyen – <i>Parents & Community</i>	1	2	3	4	5	nr
“Life in a Second Language” Simulation	1	2	3	4	5	nr
Discussion of “Life in a Second Language” Simulation	1	2	3	4	5	nr
Judy Kinley – <i>Elementary Math</i>	1	2	3	4	5	nr
Lynda Franco – <i>What’s Different About Teaching Reading?</i>	1	2	3	4	5	nr
Mario Sosa— <i>Confessions of a Multicultural Music Teacher</i>	1	2	3	4	5	nr
Stephanie Wessels – <i>Vocabulary</i>	1	2	3	4	5	nr
Marcella Parra & Gilbert Davila – <i>Culture & Legal Issues</i>	1	2	3	4	5	nr
Dr. Socorro Herrera – <i>Reading & Writing</i>	1	2	3	4	5	nr

Section III Directions: Please respond to the following in your own words. If you need additional room, please number and continue on the last page, on the back, or attach additional paper.

1. Consider everything about the Summer Institute and all aspects of your experience here in the last week. Please list those that have been most useful or valuable to you.
2. Please list those that have been least useful or valuable to you.
3. What could have been done to make this experience better for you?
4. On the first day of the Summer Institute you wrote what you intended to accomplish. Please report and compare what you intended to accomplish with what you have accomplished. With regard to achieving your goals, has the Summer Institute been a good investment of your time and energy?
5. What do you intend to accomplish related to your abilities to teach ELLs in this coming year?
6. What new learning that you gained in the Summer Institute do you hope to immediately implement at the beginning of the school year?

Section IV Directions: Please provide the following information about your background and previous experiences:

Your professional contract or status (*please check all that apply*):

<input type="checkbox"/> Teacher	<input type="checkbox"/> Teacher Candidate	<input type="checkbox"/> AEA Consultant	<input type="checkbox"/> Administrator	<input type="checkbox"/> Other (specify):
----------------------------------	--	---	--	---

Please indicate which of the following subjects / classes you (will) teach (*please check all that apply*):

<input type="checkbox"/> Business	<input type="checkbox"/> Computer / Media Technology	<input type="checkbox"/> English / Language Arts
<input type="checkbox"/> Family Consumer Science	<input type="checkbox"/> Fine Arts (Art / Drama / Music)	<input type="checkbox"/> Foreign Language
<input type="checkbox"/> History / Social Studies	<input type="checkbox"/> Industrial Technology	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Natural Science	<input type="checkbox"/> Physical Education	<input type="checkbox"/> Special Education
<input type="checkbox"/> ESL certified pullout classroom	<input type="checkbox"/> Other (<i>please specify</i>):	

Approximately how many ELL students did you teach last year (05-06)?

Approximately how many ELL students do you expect to teach next year (06-07)?

Please indicate your preparation and experience teaching ELLs (*please check all that apply*):

<input type="checkbox"/> None
<input type="checkbox"/> ELL Endorsement
<input type="checkbox"/> Graduate Education <i>Please describe:</i>
<input type="checkbox"/> In-service(s)/Conference(s) <i>Please describe:</i>
<input type="checkbox"/> Classroom experience teaching ELLs <i>How many years?</i>
<input type="checkbox"/> Other <i>Please describe:</i>

What college(s) do/did you attend? _____

When did or will you get your certification to teach? _____

Has the Summer Institute encouraged you to consider obtaining an ELL certification? Yes No

2007 ICLC (Teacher Educator)

**Teacher Quality Enhancement
2007 Iowa Culture and Language Conference
Teacher Educator Survey**

General Survey Directions: This survey gives you the opportunity to provide feedback about your participation in the Teacher Quality Enhancement Program and the 2007 Iowa Culture and Language Conference (ICLC). The information you provide will be very useful in evaluating the value of the conference for you, your perceived knowledge of English Language Learners (ELLs), and in suggesting ways that future professional development activities can be improved.

Part I Directions: For each of the statements below, indicate how knowledgeable you were **before** the 2006-2007 school year and how knowledgeable you are **now**. If the statement does not apply to you, you have no opinion, or you choose not to respond, please circle "nr." We want your candid opinions--answer as you honestly feel. Continue until you have completed all the items. Please also take the time to comment in your own words where any items are unclear or where you wish to elaborate. You may write in the margins or anywhere there is space.

		Very Knowledgeable 6	5	4	3	2	Not at all Knowledgeable 1	No Response nr
How knowledgeable were/are you about each of the following:		Very Knowledgeable					Not at all Knowledgeable	
1. The educational needs of ELLs	Before	6	5	4	3	2	1	nr
	Now	6	5	4	3	2	1	nr
2. The number of ELLs in Iowa	Before	6	5	4	3	2	1	nr
	Now	6	5	4	3	2	1	nr
3. How to deal with barriers for ELLs in learning English and language arts	Before	6	5	4	3	2	1	nr
	Now	6	5	4	3	2	1	nr
4. How to deal with barriers for ELLs in learning mathematics	Before	6	5	4	3	2	1	nr
	Now	6	5	4	3	2	1	nr
5. How to deal with barriers for ELLs in learning science	Before	6	5	4	3	2	1	nr
	Now	6	5	4	3	2	1	nr
6. Methods to improve the preparation of new teachers for working with ELLs	Before	6	5	4	3	2	1	nr
	Now	6	5	4	3	2	1	nr

How knowledgeable were you about each of the following:

		Very Knowledgeable				Not at all Knowledgeable			
7.	How to implement pedagogical techniques that support ELLs	Before	6	5	4	3	2	1	nr
		Now	6	5	4	3	2	1	nr
8.	How to deal with legal issues regarding ELLs	Before	6	5	4	3	2	1	nr
		Now	6	5	4	3	2	1	nr
9.	Finding and implementing curricula that support ELLs' learning	Before	6	5	4	3	2	1	nr
		Now	6	5	4	3	2	1	nr
10.	How to deal with barriers in identifying gifted and talented ELLs	Before	6	5	4	3	2	1	nr
		Now	6	5	4	3	2	1	nr
11.	How to deal with barriers in identifying ELLs with special needs	Before	6	5	4	3	2	1	nr
		Now	6	5	4	3	2	1	nr
12.	How to deal with the social challenges that ELLs experience	Before	6	5	4	3	2	1	nr
		Now	6	5	4	3	2	1	nr
13.	Ways to improve the teaching effectiveness in math for ELLs	Before	6	5	4	3	2	1	nr
		Now	6	5	4	3	2	1	nr
14.	Ways to improve the teaching effectiveness in science for ELLs	Before	6	5	4	3	2	1	nr
		Now	6	5	4	3	2	1	nr
15.	Ways to improve the teaching effectiveness in language arts for ELLs	Before	6	5	4	3	2	1	nr
		Now	6	5	4	3	2	1	nr

Part II Directions: For each of the following, please circle the one best choice that indicates the value of your participation at the Iowa Culture and Languages Conference based on the way you now perceive it. If you don't know or have no opinion, please circle "nr."

How valuable was participating in the ICLC for each of the following?

	Very Valuable					Not At All Valuable	No Response
1. Learning about the characteristics of ELLs	6	5	4	3	2	1	nr
2. Learning about the needs of ELLs	6	5	4	3	2	1	nr
3. Understanding the development of ELLs' academic language	6	5	4	3	2	1	nr
4. Learning about barriers for ELLs in learning math	6	5	4	3	2	1	nr
5. Learning about barriers for ELLs in learning science	6	5	4	3	2	1	nr
6. Learning about barriers for ELLs in language arts	6	5	4	3	2	1	nr
7. Learning about pedagogical techniques that support ELLs	6	5	4	3	2	1	nr
8. Learning about the social challenges for ELLs	6	5	4	3	2	1	nr
9. Learning how to provide educational support for ELLs	6	5	4	3	2	1	nr
10. Learning how to provide educational support for gifted ELLs	6	5	4	3	2	1	nr
11. Learning how to provide educational support for ELLs with special needs	6	5	4	3	2	1	nr
12. Understanding some of the challenges ELLs face in the classroom	6	5	4	3	2	1	nr
13. Learning about differences in the backgrounds of ELLs	6	5	4	3	2	1	nr
14. Learning about differences in the skills of ELLs	6	5	4	3	2	1	nr
15. Learning about differences in ELLs' talents to be developed	6	5	4	3	2	1	nr

Part III Directions: Using the scale below, please rate each of the following activities indicating how strongly you agree or disagree that they would help you better prepare teacher candidates to educate ELLs. If the statement does not apply to you, you have no opinion, or you choose not to respond, please circle “**nr**.”

Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	No Response
SA	Ma	sa	sd	Md	SD	nr

The following activities would be helpful in preparing me to train teacher candidates:

	Strongly agree				Strongly disagree		
	SA	Ma	sa	sd	Md	SD	nr
1. Viewing videos of ELL classrooms	SA	Ma	sa	sd	Md	SD	nr
2. Hearing first-hand accounts from ELLs	SA	Ma	sa	sd	Md	SD	nr
3. Seeing examples of exceptional teacher preparation programs	SA	Ma	sa	sd	Md	SD	nr
4. Observing classrooms with ELLs	SA	Ma	sa	sd	Md	SD	nr
5. Talking with practicing mainstream classroom teachers	SA	Ma	sa	sd	Md	SD	nr
6. Talking with other TQE participants	SA	Ma	sa	sd	Md	SD	nr
7. Acquiring information on alternative assessments for ELLs	SA	Ma	sa	sd	Md	SD	nr
8. Acquiring strategies on using traditional assessments to test ELLs	SA	Ma	sa	sd	Md	SD	nr
9. Taking part in a second language simulation	SA	Ma	sa	sd	Md	SD	nr
10. Learning about strategies for identifying talented and gifted ELLs	SA	Ma	sa	sd	Md	SD	nr
11. Learning about strategies for identifying ELLs who have special needs	SA	Ma	sa	sd	Md	SD	nr
12. Learning about strategies for integrating language skill building into content area subjects	SA	Ma	sa	sd	Md	SD	nr
13. Learning about potential cultural barriers	SA	Ma	sa	sd	Md	SD	nr
14. Hearing ideas about effective communication with the families of ELLs	SA	Ma	sa	sd	Md	SD	nr
15. Learning about strategies to boost the non-cognitive skills of ELLs (e.g., self-confidence)	SA	Ma	sa	sd	Md	SD	nr
16. Learning about strategies to teach writing skills to ELLs	SA	Ma	sa	sd	Md	SD	nr
17. Acquiring information on dual language programs	SA	Ma	sa	sd	Md	SD	nr
18. Acquiring information on academic language versus everyday language	SA	Ma	sa	sd	Md	SD	nr

19. Being paired with another TQE participant during conferences such as the ICLC	SA	Ma	sa	sd	Md	SD	nr
20. Learning about legal issues related to ELLs	SA	Ma	sa	sd	Md	SD	nr
21. Other (please specify): _____	SA	Ma	sa	sd	Md	SD	nr

Part IV Directions: Please respond to the following in your own words. If you need additional room, please number your responses and continue on the last page, on the back, or on additional paper.

1. Consider everything about the ICLC and all aspects of your experience here. What has been most valuable to you?
2. What has been least valuable to you?
3. What could have been done to make this experience better for you?
4. Think back to the beginning of this school year – specifically, how things have gone this year as compared with the previous school year in training teacher candidates to work with ELLs.
 - a. What has gone well this year?
 - b. What would you have done differently?
 - c. How, if at all, has your confidence in training teacher candidates to work with ELLs changed?
5. In the future, what will you do to better prepare teacher candidates to teach ELLs?
6. What new learning that you gained at the ICLC do you hope to implement immediately?
7. What made you want to attend the ICLC?
8. Do you have any other comments or suggestions?

Part V Directions: Please provide the following information about your background and previous experiences:

General:

1.

<i>Gender</i>
<input type="checkbox"/> Male
<input type="checkbox"/> Female

2.

<i>Age</i>
<input type="checkbox"/> 19 – 30
<input type="checkbox"/> 31 – 40
<input type="checkbox"/> 41 – 50
<input type="checkbox"/> 51 – 60
<input type="checkbox"/> 61 – 65
<input type="checkbox"/> 65+

Teaching Experience:

3. Your current status (*please mark only one*):

<input type="checkbox"/> Higher Education Instructor/Professor	<input type="checkbox"/> Teacher Candidate	<input type="checkbox"/> Practicing Teacher	<input type="checkbox"/> Other (specify)
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4. Where do you teach?

5. What classes do you teach?

6. How many years have you been teaching? _____

Prior ELL experience:

7. Please indicate which programs you have participated in (*please select all that apply*):

<i>Our Kids Grant</i>	<i>Teacher Quality (TQE) Grant</i>	<i>Summer Institute</i>
<input type="checkbox"/> Our Kids I 2004	<input type="checkbox"/> TQE 2006	<input type="checkbox"/> Our Kids I
<input type="checkbox"/> Our Kids I 2005	<input type="checkbox"/> TQE 2007	<input type="checkbox"/> Our Kids II
<input type="checkbox"/> Our Kids I 2006	<input type="checkbox"/> ICLC 2006	<input type="checkbox"/> Our Kids III
<input type="checkbox"/> Our Kids II 2005	<input type="checkbox"/> ICLC 2007	<input type="checkbox"/> TQE Administrator
<input type="checkbox"/> Our Kids II 2006	<input type="checkbox"/> Other (Please specify):	<input type="checkbox"/> TQE Teacher Consultant
<input type="checkbox"/> Our Kids III	_____	<input type="checkbox"/> Other (Please specify):

8. Please indicate your preparation and experience teaching ELL students (*please check all that apply*):

<input type="checkbox"/> None
<input type="checkbox"/> ELL Endorsement
<input type="checkbox"/> Graduate Education <i>Please describe:</i>
<input type="checkbox"/> In-service(s)/Conference(s) <i>Please describe:</i>
<input type="checkbox"/> Classroom experience teaching ELLs <i>How many years?</i> _____
<input type="checkbox"/> Other <i>Please describe:</i>

Thank you very much for providing this feedback!

For questions or comments about this survey, to request a copy of the results, or for permission to use it for other applications, contact:

Don Yarbrough, Director, Center for Evaluation and Assessment, University of Iowa, College of Education, S210 LC, Iowa City, IA 52242, 319-335-5567, d-varbrough@uiowa.edu

2007 ICLC Survey

**Teacher Quality Enhancement
2007 Iowa Culture and Language Conference
Teacher Candidate Survey**

General Survey Directions: This survey gives you the opportunity to provide feedback about your participation in the Teacher Quality Enhancement Program and the 2007 Iowa Culture and Language Conference (ICLC). The information you provide will be very useful in evaluating the value of the conference for you, your perceived knowledge of English Language Learners (ELLs), and in suggesting ways that future professional development activities can be improved.

Part I Directions: For each of the statements below, indicate how knowledgeable you were **before** the 2006-2007 school year and how knowledgeable you are **now**. If the statement does not apply to you, you have no opinion, or you choose not to respond, please circle "nr." We want your candid opinions--answer as you honestly feel. Continue until you have completed all the items. Please also take the time to comment in your own words where any items are unclear or where you wish to elaborate. You may write in the margins or anywhere there is space.

		Very Knowledgeable 6	5	4	3	2	Not at all Knowledgeable 1	No Response nr
How knowledgeable were/are you about each of the following:								
		Very Knowledgeable					Not at all Knowledgeable	
1.	The educational needs of ELLs	Before 6	5	4	3	2	1	nr
	Now	6	5	4	3	2	1	nr
2.	The number of ELLs in Iowa	Before 6	5	4	3	2	1	nr
	Now	6	5	4	3	2	1	nr
3.	How to deal with barriers for ELLs in learning English and language arts	Before 6	5	4	3	2	1	nr
	Now	6	5	4	3	2	1	nr
4.	How to deal with barriers for ELLs in learning mathematics	Before 6	5	4	3	2	1	nr
	Now	6	5	4	3	2	1	nr
5.	How to deal with barriers for ELLs in learning science	Before 6	5	4	3	2	1	nr
	Now	6	5	4	3	2	1	nr
6.	How to deal with legal issues regarding ELLs	Before 6	5	4	3	2	1	nr
	Now	6	5	4	3	2	1	nr
7.	How to implement pedagogical techniques that support ELLs	Before 6	5	4	3	2	1	nr
	Now	6	5	4	3	2	1	nr

How knowledgeable were/are you about each of the following:

		Very Knowledgeable					Not at all Knowledgeable	
		Before	6	5	4	3	2	1 nr
8.	Finding and implementing curricula that support ELLs' learning	Now	6	5	4	3	2	1 nr
9.	How to deal with barriers in identifying gifted and talented ELLs	Before	6	5	4	3	2	1 nr
		Now	6	5	4	3	2	1 nr
10.	How to deal with barriers in identifying ELLs with special needs	Before	6	5	4	3	2	1 nr
		Now	6	5	4	3	2	1 nr
11.	How to deal with the social challenges that ELLs experience	Before	6	5	4	3	2	1 nr
		Now	6	5	4	3	2	1 nr
12.	Ways to improve math teaching effectiveness for ELLs	Before	6	5	4	3	2	1 nr
		Now	6	5	4	3	2	1 nr
13.	Ways to improve science teaching effectiveness for ELLs	Before	6	5	4	3	2	1 nr
		Now	6	5	4	3	2	1 nr
14.	Ways to improve teaching effectiveness in language arts for ELLs	Before	6	5	4	3	2	1 nr
		Now	6	5	4	3	2	1 nr

Part II Directions: For each of the following, please circle the one best choice that indicates the value of your participation at the Iowa Culture and Languages Conference based on the way you now perceive it. If you don't know or have no opinion, please circle "nr."

How valuable was participating in the ICLC for each of the following?

		Very Valuable					Not At All Valuable		No Response
		Before	6	5	4	3	2	1	
1.	Learning about the characteristics of ELLs		6	5	4	3	2	1	nr
2.	Learning about the needs of ELLs		6	5	4	3	2	1	nr
3.	Understanding the development of ELLs' academic language		6	5	4	3	2	1	nr
4.	Learning about barriers for ELLs in learning in math		6	5	4	3	2	1	nr
5.	Learning about barriers for ELLs in learning science		6	5	4	3	2	1	nr
6.	Learning about barriers for ELLs in learning language arts		6	5	4	3	2	1	nr

How valuable was participating in the ICLC for each of the following?		Very Valuable				Not At All Valuable		No Response
		6	5	4	3	2	1	nr
7.	Learning about pedagogical techniques that support ELLs	6	5	4	3	2	1	nr
8.	Learning about the social challenges for ELLs	6	5	4	3	2	1	nr
9.	Learning how to provide educational support for ELLs	6	5	4	3	2	1	nr
10.	Learning how to provide educational support for gifted ELLs	6	5	4	3	2	1	nr
11.	Learning how to provide educational support for ELLs with special needs	6	5	4	3	2	1	nr
12.	Understanding some of the challenges ELLs face inside the classroom	6	5	4	3	2	1	nr
13.	Learning about differences in the backgrounds of ELLs	6	5	4	3	2	1	nr
14.	Learning about differences in the skills of ELLs	6	5	4	3	2	1	nr
15.	Learning about differences in ELLs' talents to be developed	6	5	4	3	2	1	nr

Part III Directions: Using the scale below, please rate each of the following activities indicating how strongly you agree or disagree that they would help you become better prepared to educate ELLs. If the statement does not apply to you, you have no opinion, or you choose not to respond, please circle “nr.”

Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	No Response				
SA	Ma	sa	sd	Md	SD	nr				
The following activities would be helpful in preparing me to teach ELL students:				Strongly agree		Strongly disagree				
1.	Viewing videos of ELL classrooms			SA	Ma	sa	sd	Md	SD	nr
2.	Hearing first-hand accounts from ELLs			SA	Ma	sa	sd	Md	SD	nr
3.	Viewing modeling of actual lessons for ELLs			SA	Ma	sa	sd	Md	SD	nr
4.	Observing classrooms with ELLs			SA	Ma	sa	sd	Md	SD	nr
5.	Talking with practicing mainstream classroom teachers			SA	Ma	sa	sd	Md	SD	nr
6.	Talking with other TQE participants			SA	Ma	sa	sd	Md	SD	nr

The following activities would be helpful in preparing me to teach ELL students:

preparing me to teach ELL students:		Strongly agree				Strongly disagree		
		SA	Ma	sa	sd	Md	SD	nr
7.	Acquiring information on alternative assessments for ELLs							
8.	Acquiring strategies on using traditional assessments to test ELLs							
9.	Taking part in a second language simulation							
10.	Learning about strategies for identifying talented and gifted ELLs							
11.	Learning about strategies for identifying ELLs who have special needs							
12.	Learning about strategies for integrating language skill building into content area subjects							
13.	Learning about potential cultural barriers							
14.	Hearing ideas about effective communication with the families of ELLs							
15.	Learning about strategies to boost the non-cognitive skills of ELLs (e.g., self-confidence)							
16.	Learning about strategies to teach writing skills to ELLs							
17.	Acquiring information on dual language programs							
18.	Acquiring information on academic language versus everyday language							
19.	Being paired with another TQE participant during conferences such as the ICLC							
20.	Learning about legal issues related to ELLs							

Part IV Directions: Please respond to the following in your own words. If you need additional room, please number your responses and continue on the last page, on the back, or on additional paper.

1. Consider everything about the ICLC and all aspects of your experience here. What has been most valuable to you?

2. What has been least valuable to you?
3. What could have been done to make this experience better for you?
4. In the future, what do you intend to accomplish to improve your teaching of ELLs? If you do not yet have your own classroom, what do you plan to implement when teaching ELLs?
5. What new learning that you gained at the ICLC do you hope to implement immediately?
6. What made you want to attend the ICLC?
7. Do you have any other comments or suggestions?

Part V Directions: Please provide the following information about your background and previous experiences:

General:

1.

<i>Gender</i>
<input type="checkbox"/> Male
<input type="checkbox"/> Female

2.

<i>Age</i>
<input type="checkbox"/> 19 – 30
<input type="checkbox"/> 31 – 40
<input type="checkbox"/> 41 – 50
<input type="checkbox"/> 51 – 60
<input type="checkbox"/> 61 – 65
<input type="checkbox"/> 65+

Teaching Experience:

3. Your current status (*please mark only one*):

<input type="checkbox"/> Higher Education Instructor/Professor	<input type="checkbox"/> Teacher Candidate	<input type="checkbox"/> Practicing Teacher	<input type="checkbox"/> Other (specify)
---	---	--	--

4. Where do you teach? _____

5. What classes do you teach? _____

6. How many years have you been teaching? _____

Prior ELL experience:

7. Please indicate which programs you have participated in (*please select all that apply*):

<i>Our Kids Grant</i>	<i>Teacher Quality (TQE) Grant</i>	<i>Summer Institute</i>
<input type="checkbox"/> Our Kids I 2004	<input type="checkbox"/> TQE 2006	<input type="checkbox"/> Our Kids I
<input type="checkbox"/> Our Kids I 2005	<input type="checkbox"/> TQE 2007	<input type="checkbox"/> Our Kids II
<input type="checkbox"/> Our Kids I 2006	<input type="checkbox"/> ICLC 2006	<input type="checkbox"/> Our Kids III
<input type="checkbox"/> Our Kids II 2005	<input type="checkbox"/> ICLC 2007	<input type="checkbox"/> TQE Candidate
<input type="checkbox"/> Our Kids II 2006	<input type="checkbox"/> Other (Please specify):	<input type="checkbox"/> Other (Please specify):
<input type="checkbox"/> Our Kids III	_____	_____

8. Please indicate your preparation and experience teaching ELLs (*please check all that apply*):

<input type="checkbox"/> None
<input type="checkbox"/> ELL Endorsement
<input type="checkbox"/> Graduate Education
<i>Please describe:</i>
<input type="checkbox"/> In-service(s)/Conference(s)
<i>Please describe:</i>
<input type="checkbox"/> Classroom experience teaching ELL students
<i>How many years?</i> _____
<input type="checkbox"/> Other
<i>Please describe:</i>

Thank you very much for providing this feedback!

For questions or comments about this survey, to request a copy of the results, or for permission to use it for other applications, contact:

Don Yarbrough, Director, Center for Evaluation and Assessment, University of Iowa, College of Education, S210 LC, Iowa City, IA 52242, 319-335-5567, d-varbrough@uiowa.edu

Appendix B: Proposed Evaluation of the State of Iowa TQE Grant: Goal 2, “Improving Teaching for Diverse Populations”(Year One)

The TQE Program, Goal 2 Project, proposes to improve teaching for diverse populations by building the capacity of teacher educators and teacher candidates to better meet the learning needs of English Language Learners across the grades and the curriculum. Specifically, Goal 2 identifies interventions to address the special needs of English Language Learners and prepare teacher candidates to help them achieve proficiency in English literacy, math, and science. The project will achieve these goals through focused collaborative efforts to provide targeted professional development to higher education staff engaged in pre-service teacher training and to the pre-service teachers themselves while they are still candidates in preparation for teaching careers.

The two strategies to be employed are

- To build a statewide partnership of educators at all levels, including IHE
- To provide opportunities for teacher educators and teacher candidates to improve teaching for culturally and linguistically diverse students

The evaluation over successive years of implementation is intended to provide documentation of

- The nature and most important features of the professional development activities for teacher educators and teacher candidates
- The number of teacher educators and teacher candidates that participate in each of the activities
- The quality of the products and activities developed and the extent of use by the participants
- The manner and extent to which the participating teacher candidates implement new learning in their work with ELL students in their classrooms
- The number/percent of ELL students that move from the non-proficient to the proficient or above category in English language, math, and science in the participating teachers’ classes compared to non-participating teachers’ classes (for new cohorts of teacher candidates)
- ELL students’ scores on tests of English, math, and science in the participating teachers’ classes compared to non-participating teachers’ classes (for new cohorts of teacher candidates)

Evaluation Questions and Methodology

The evaluation questions will reflect the information needed by program staff to document program outcomes as well as to achieve program improvements. In addition, the evaluation will address the information needs of the sponsors of the program (the U.S. Department of Education). In order to describe the interventions accurately, the evaluation will document significant project activities each year, including how many teacher educators participate from how many different teacher preparation institutions and how many future teachers (teacher candidates) directly participate or are indirectly affected by the teacher educators' participation.

Participation during Year One involves the following components:

- Multiple teams from selected teacher education programs, composed of 5 members each
- Team participation at the ICLC (2/14-15 , 2006)
- Team participation in the one-week long Our Kids Summer Seminars
- Commitment to continued learning and skill development related to improved instruction of and learning by ELL students
- Demonstrated changes in teaching and curriculum in courses taught by participating teacher educators at their IHE
- Demonstrated changes in instructional planning and performance by participating student teachers

Example Evaluation Questions for Discussion

In order to gather information useful for formative and summative decision making the evaluation will begin by addressing the following questions. These evaluation questions are examples only of how the evaluation planning might begin but are in no sense the final questions. Questions will be reviewed by all staff and stakeholders and revised and improved as needed to guide and improve the usefulness of the evaluation. In addition, the project director, leadership teams, and other stakeholders can suggest new evaluation questions to be addressed at any time.

- Given the goal of improving the learning of ELL students in math, science, and language, what are the needs of the IHE participants and how does participation in this program address these needs?

- Given the goal of improving the learning of ELL students in math, science, and language, what are the needs of the teacher candidate participants and how does participation address these needs?
- In what ways has participation be beneficial to IHE participants?
- How have IHE participants' planning, curricula, and teaching improved with regard to ELL students?
- In what ways have teacher candidates benefited directly and indirectly in ways that will positively affect ELL students and their learning in key content areas?
- What impediments are there to optimum participation of IHE staff?
- What impediments are there to optimum participation of teacher candidates?
- In what ways could the project be improved in Year Two?

Proposed Methodologies

In order to address these general evaluation questions, the evaluation team will prepare surveys combining scaled items and open ended items for teacher educators and for future teachers to fill out, with multiple items addressing these issues. Participants will respond to the first surveys after the ICLC conference and to a more in-depth, tailored survey addressing attitudes, skill growth, and planning after participating in the Summer 2006 Our Kids Institutes.

In order to document program outcomes, the evaluation will review all plans and documents completed by the individual teams from different teacher preparation institutions and will compare the work of participating teacher candidates that directly or indirectly affects ELLs' learning and well-being with the work of comparison candidates who were not directly or indirectly affected by the project. When (if) participating teacher candidates student-teach in Year One, the evaluation will provide observational checklists and performance checklists for supervising teachers to complete for those candidates who come in contact with ELLs during their student teaching.

For teacher candidates who graduate in 2006 and accept a teaching position in Iowa, the evaluation will document the impact on actual teaching via observational checklists, plans, and teacher interviews, surveys and/or logs. New teachers will report the number of ELL students in their classes. The evaluation will report any gains in these ELL students' performance on measures of language, science, and math.

The evaluation team will observe and take notes about the Our Kids Summer Institute as well and collect survey data from participants on site at the end of the Institute addressing how

participants benefited and what could have been done to improve their benefit, i.e. how the Our Kids Institutes could be improved.

Reporting

The evaluation team will provide informal reports to the program and project directors and any interested project staff as soon as such information is available. In particular, the evaluation team will report immediately any information that could result in project improvement (formative evaluation information). The team will prepare and present (in one or more meetings as desired and negotiated) a final written report summarizing the project activities as monitored, the number of participants and ELL students affected by the project, changes in knowledge, activities and experiences of IHE faculty and teacher candidates, as well as any demonstrated benefits to identified ELL students, to the extent it can be measured in Year One.

Qualifications of the Evaluation Team

Donald Yarbrough, Ph.D. in educational psychology, Director of the Center for Evaluation and Assessment, and U.I. associate professor of Educational Measurement and Statistics, will design and manage the evaluation of this project. The evaluation will follow current best practice guidelines (e.g., Bond, Boyd, & Rapp, 1997; Flagg 1990; Frechtling, 2002; Mark, Henry & Julnes, 2000; Patton, 2002; Stevens, Lawrenz & Sharp, 1993; and Worthen, Sanders, and Fitzpatrick, 1997). All aspects of the evaluation will conform to the *Guiding Principles for Evaluators* (American Evaluation Association, <http://www.eval.org/>) and the *Standards for Evaluations of Educational Programs, Projects, and Materials* (Joint Committee on Standards for Educational Evaluations, 1994, <http://www.wmich.edu/evalctr/jc/>). The Lead Evaluator, Dr. Yarbrough, is currently a member (also serving as Vice-Chair and on the Executive Board) of the Joint Committee on Standards for Educational Evaluations, representing the National Council on Measurement in Education. The University of Iowa Center for Evaluation and Assessment (CEA), which Dr. Yarbrough directs, will support this evaluation. Since 1992, the CEA has successfully completed more than 75 evaluations of educational and social programs, curriculum development and technology infusion projects, and Web-based software and learning modules.

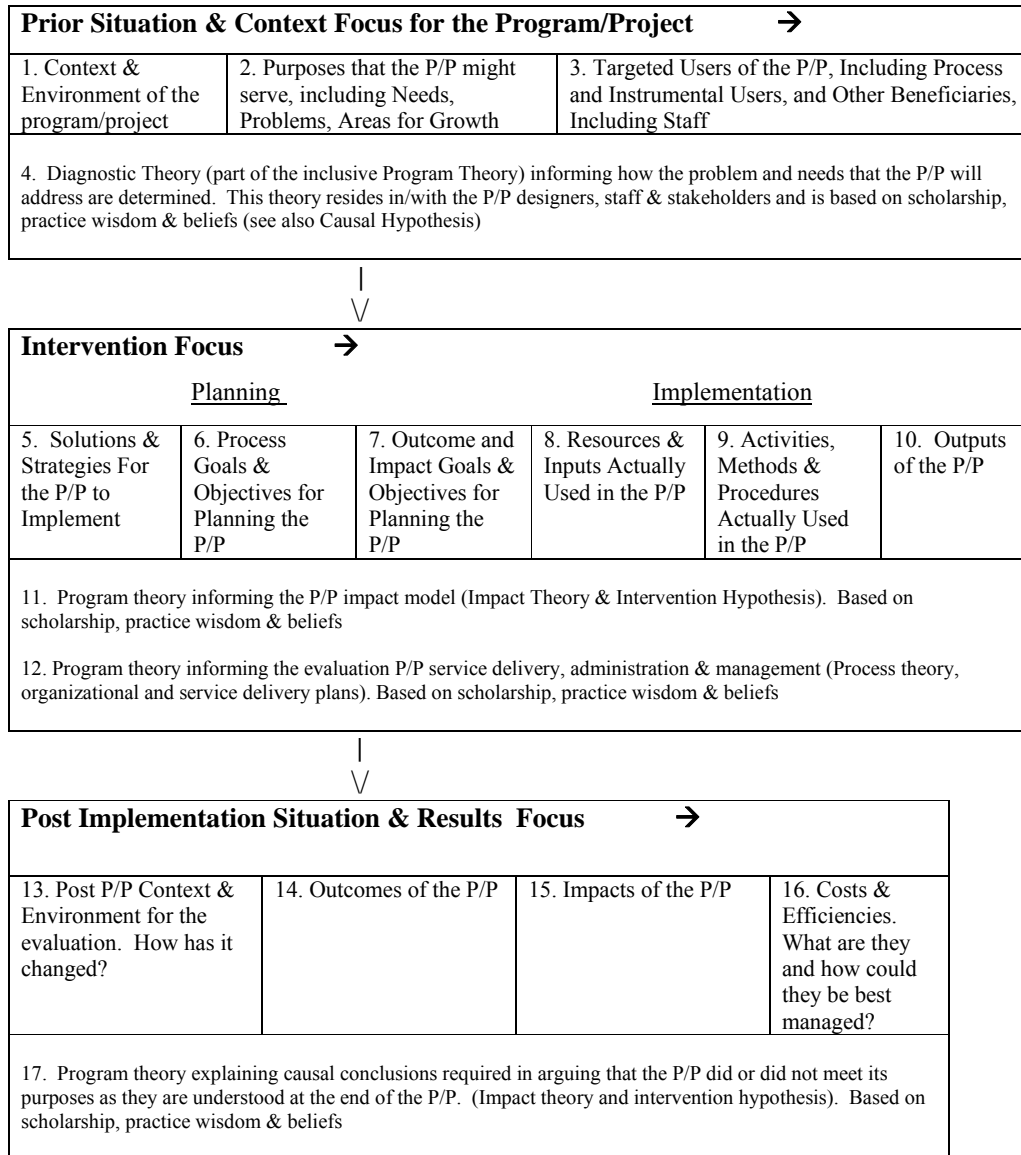
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Appendix C: Expanded Program or Project Model Used as the Observation Framework for all Sessions

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Figure 1: Expanded Program/Project Models (EPMs) for Programs, Projects & Subprojects



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Appendix D: Schedule for the Summer Institute

*The first 20 minutes of this session will be dedicated to administering a seminar survey.

Time/Location	Mon, Aug. 7	Time/Location	Tue, Aug. 8	Wed., Aug. 9	Thu., Aug. 10	Fri., Aug. 11
7 A.M. First-Floor Lobby	Registration	8 A.M. First-Floor Lobby	Registration	Registration	Registration	Registration
8:00	Stephaney Jones-Vo <i>Orientation</i>	8:30	Judy Kinley <i>Elementary Math</i>	Lynda Franco <i>What's Different About Teaching Reading to ELLs?</i>	Stephanie Wessels <i>Vocabulary</i>	Socorro Herrera <i>Elementary Reading & Writing</i>
8:20–8:50	Helene Grossman	Rooms 220–				
Benton Auditorium	<i>Our Kids DVD</i>	240				
9:00	James Crawford	10:15	Break	Break	Break	Break
Benton Auditorium	Keynote: Education Policy <i>and Language Politics: High Stakes for ELLs</i>					
11:00	Break	10:30	Kinley (cont.)	Franco (cont.)	Wessels (cont.)	Herrera (cont.)
		Rooms 220–240				
11:15	Lunch & Team Meetings	12:00 P.M.	Lunch	Lunch	Lunch	Lunch
12:15 P.M. Room 167–179	Vinh Nguyen <i>Parents & Community</i>	1:00	Kinley (cont.)	Franco (cont.)	Marcela Parra & Gilbert Davila <i>Cultural/Legal Issues</i>	*Herrera (cont.)
		Rooms 220– 240				
2:15	Break	2:30	Break & Team Meetings	Break & Team Meetings	Break & Team Meetings	Break & Team Meetings
2:30	<i>“Life in a Second Language” Simulation & Discussion</i>	3:00	Kinley (cont.)	Franco (cont.)	Parra & Davila (cont.)	Herrera (cont.)
Go to the room indicated on the “Life in a Second Language” handout in your registration packet		Rooms 220– 240				
		3:30		Mario Sosa, <i>Confessions of a Multicultural Music Teacher</i>		
		Rooms 220–				
		240				
4:30	Dismiss	4:30	Dismiss	4:30–9:30 CULTURAL EXPO First-Floor Lobby	Dismiss	Dismiss

Appendix D (cont.) Teacher Quality (Teacher Educators) *The first 20 minutes of this session will be dedicated to administering a seminar survey.

Time/Location	Mon, Aug. 7	Time	Tue, Aug. 8	Wed., Aug. 9	Thu., Aug. 10	Fri., Aug. 11
7 A.M. First-Floor Lobby	Registration	8 A.M. First-Floor Lobby	Registration	Registration	Registration	Registration
8:00 8:20–8:50 Benton Auditorium	Stephaney Jones-Vo <i>Orientation</i> Helene Grossman <i>Our Kids DVD</i>	8:30 Room 171	Kathleen Bailey <i>Teacher Training</i>	8:30 Mario Sosa <i>A Recent Graduate's Perspective</i> 9:30 Mary Schleppegrell <i>Academic Language</i>	Optional Sessions	Optional Sessions
9:00 Room 167–179	Vinh Nguyen <i>Parents & Community</i>	10:15	Break & Team Meetings	Break	Break	Break
11:00	Break	10:30 Room 171	Bailey (cont.)	Schleppegrell (cont.)	Optional Sessions	Optional Sessions
11:15	Lunch w/ Teacher Candidates	12:00 P.M.	Lunch	Lunch w/ Teacher Candidates	Lunch	Lunch
12:15 P.M. Go to the room indicated on the “Life in a Second Language” handout In your registration packet.	“ <i>Life in a Second Language</i> ” <i>Simulation & Discussion</i>	1:00 Room 171	Bailey (cont.)	*Schleppegrell (cont.)	Optional Sessions	Optional Sessions
2:15	Break	2:30	Break & Team Meetings	Break & Team Meetings	Break & Team Meetings	Break & Team Meetings
2:30 Benton Auditorium	James Crawford Keynote: <i>Education Policy and Language Politics: High Stakes for ELLs</i>	3:00 Room 171	Bailey (cont.)	Schleppegrell (cont.)	Optional Sessions	Optional Sessions
		3:30 Room 171	Norma Hernandez <i>Funding Resources</i>			
4:30	Dismiss	4:30	Dismiss	4:30–9:30 CULTURAL EXPO First-Floor Lobby	Dismiss	Dismiss

Appendix E: Open-ended responses

ICLC 2006 (February version) – Teacher Educators⁴

1. In what ways has participating in the Iowa Cultures and Language Conference been useful to you?	
1	I got a great update on lang. acq. theory and application and some practical ideas for teaching reading and vocab.
2	Awareness of diverse learners and effective strategies
3	I was unable to attend some session led by incredibly gifted facilitators...I have had my interest peaked and have a list of books to read, authors to research and concepts to study
4	I've heard about a couple of techniques that are helpful and that there's a big need for ELL teachers - I wasn't sure I was going to get the endorsement - I think I will now
5	I have a better understanding of resources available to teachers of ELL.
6	Learning about Iowa's current experiences with ELL (I'm relatively new to state)
7	ideas
8	Broadened my knowledge of diverse communities in Iowa and good source material and ideas to take back to incorporate into courses and programs I am involved in
9	Re-connecting with colleagues. Demographic information. Obtaining creative ideas.
10	a few/couple of sessions very useful - a couple/few - much less so
11	Time to focus and think about ELL issues. The connection to an organized support and education network.
12	Motivational. Met some people I'll be working with. Realized I knew more about ELL than I thought I did.
13	I now have a greater awareness of their challenges with school
14	new ideas, law language, motivated to "stay the course"
15	Considering the different between Social Lang Prof and Academic Lang Proficiency
16	Teaching ideas and techniques. Lots of info on literacy
17	Begin to understand the "Big Issues"
18	learning more about entrance requirements for ELL students - public schools

2. What would you like to accomplish by participating in the Teacher Quality Enhancement Program?	
1	I've had little exposure to teaching ESL to children so I want to learn in this area, possibly to add a ESL endorsement to our el ed program
2	To provide a quality teacher ed program/component leading to ELL endorsement
3	I need to be able to have a context in which to teach my pre-service and grad. students
4	I would like to learn how to make my classroom a positive learning environment for all students
5	I would like to receive info that I can pass along to my pre-service teachers
6	Better able to train future teachers and other school support staff to work with ELL
7	get more ideas
8	Improve my personal as well as institutional capacity to prepare teachers for scoring ELL populations
9	New strategies
10	Learn ELL needs, learn specific useful techniques, approaches, philosophies in reg classes with ELLs. Dr. Skraster is marvelous - He should be part of the Our Kids time!
11	Improve my teaching in the teacher ed program at ISU.

⁴ information in brackets [] was changed to protect respondents anonymity.

12	Develop additional features of lessons I already teach in methods. For example: lesson plans have modification for conceptual level, behavior/spec ed needs. Also have modif. for ELL students
13	Become better prepared to support pre-service teachers so they can better meet needs.
14	best practice, get ELL certification to our college
15	Learn strategies to incorporate/infuse in our Teacher Ed Curriculum
16	How to be the best I can at preparing pre-service candidates
17	Better prepare my students for working with ELL students
18	Learning how to better prepare pre-service teachers for methods - strategies - sensitivity in other words provide culturally responsive pedagogy.

3. What could be done to make your continued participation in the TQE grant most beneficial to you and the students you teach?	
1	
2	Funding is wonderful! ICLC conference was wonderful...continued involvement.
3	
4	learn about specific techniques and things to be done in classroom
5	Materials availability
6	Continues to be practically focused, research based and enthusiastic
7	share ideas
8	I don't know at this time but feel that I can contact Karen or Carmen who have been very helpful and responsive.
9	Better understanding of government regulations and laws.
10	Don't know yet!
11	I think you are on the right track.
12	opportunities to develop plans/practice plans for working with all students in our communities. They exist and we can go tutor - already do in some cases.
13	Add more sessions geared toward higher ed.
14	Timing/
15	
16	Any advance notice of activities and ways we might participate.
17	
18	

4. Describe you previous preparation or experience teaching ELLs or preparing other teachers to teach ELLs.	
1	I have a masters in linguistics with an emphasis in ESL. I've taught adult ESL/EFL students for 10 years and have been training ESL teachers for 3 years.
2	LA and Math teacher to Latino Students in [large Midwestern city] and ELL students in [a large southern city]
3	I have had some graduate work. I have a lot of minority students. I am on the local school board and we have an increasing number of minorities in our school.
4	I don't have any experience.
5	I have had ELL students in a regular ed. classroom
6	Work in [a large southern city], public schools, as well as work with Hmong community in West Central [Midwestern state].
7	several courses
8	Only my own reading and worked for a summer with Hispanic migrants
9	15 years teaching EFL abroad, evaluating teach training. 3 years in Iowa training ESL teachers

10	None!!! Just my own Reading!
11	Limited, through I did some adult literacy work.
12	My own research on discourse analysis and articles on meda
13	Little - just experienced while working in schools with student teachers, practicums.
14	none
15	little - although we hosted an exchange student from Mexico 3 years ago.
16	very little
17	No preparation but much practical experience when teaching middle school in [a southwestern state]
18	Graduate coursework. Classroom experience with SLL

5. As a teacher educator, teacher, or future educator, what topics and issues would you like to learn more about to better prepare you to teach diverse learners, especially ELL students? Are there specific courses or workshop topics that would help you?	
1	
2	vocab
3	Issues of poverty are particularly interested in learning more about...
4	Just specific strategies
5	
6	Instruction techniques, understanding cultural attitudes and expectations toward education
7	
8	
9	Control-based education. Larson strategies with mainstream teachers
10	needs stats ELL kids in Iowa. Lots more bilingual educ and how to move districts
11	I had some basic stuff - best practices, sources of info, sources of assistance
12	Yes - if we can bring activities that we would do with students or get modification ELL suggestions for them.
13	Development/Stage and stage theories of ELL learning (expanding Krashens Quadrant)
14	
15	
16	Any subject related courses - methods parent communication ways to "connect" best with ELLs
17	
18	

6. Are there any other expectations, wishes, comments, or suggestions?	
1	
2	Our Kids would better fit our schedule in late May early June
3	
4	I'd love hands on experience
5	
6	
7	
8	
9	
10	
11	
12	Just time to work with people on one current issues/questions. Tell people to bring a half sheet description of a ELL challenge they want advice on and use the whole group and experts to advise.

13	
14	
15	
16	
17	
18	

ICLC 2006 (February version) – Teacher Candidates

1. In what ways has participating in the Iowa Cultures and Language Conference been useful to you?	
1	made me more aware of the need for a better understanding of ELL students
2	I have received many resources that will be very helpful in the ELL class and even the regular ed. class. I have also learned some very helpful tips as to how to help improve fluency of an ELL learner, and how to bring culture into the classroom.
3	I thought it was interesting to see how you can use the community to help with ELL in the classroom. Example - world of difference and bilingual backpacks.
4	Some of the information I rec'd in Seminar was invaluable, I have so many notes, idea and samples to take back and share.
5	It has helped me to understand what ELL students are going through better and the need for integrating regular classrooms.
6	It has increased my awareness about the needs of ELL students and that it will be a reality to face when I begin teaching.
7	This is my first conference ever and it was interesting to see how they "work". I will be applying these strategies to my classes and to student teaching.
8	some strategies for incorporating parents
9	Heard many new ideas on how to teach language that I can use to teach French
10	Getting ideas, support, content related material, academic language, reading

2. What would you like to accomplish by participating in the Teacher Quality Enhancement Program?	
1	receive better resources on teaching ELL students
2	I would like to continue to gain more knowledge in ways to teach and help ELL students, and to receive helpful resources to help my teaching and student learning continue to have access to resources open
3	I would like to learn more about ELL students and families. I would like to learn good fun, inventive ways to help them in the classroom.
4	To become a better teacher by being aware of the differences for ELL learners and have the strategies and knowledge I need to help them succeed
5	Learning as much as I can to help my future ELL students
6	To learn all that I can to best serve all my future students
7	To learn effective ways to teach minority students and minority language students.
8	Become a better teacher having new ways of helping all my students learn
9	Learn more ways to teach French
10	Supportive and informative teacher

3. What could be done to make your continued participation in the TQE grant most beneficial to you and the students you teach?	
---	--

1	better access to resources
2	Continue to have access to resources open
3	I like the idea of pairing with teacher educators.
4	Info for strategies and techniques, ideas, etc, to take with me into the classroom.
5	More information and ideas on how to integrate classes.
6	Practical Seminars with real-life examples
7	To make us aware of all the conferences and time commitment for the ongoing participation in the grant.
8	
9	include foreign language education
10	More seminars on strategies and materials - ideas for activities

4. Describe you previous preparation or experience teaching ELLs or preparing other teachers to teach ELLs.	
1	none
2	I have not done much teaching or preparation for ELLs yet. I am learning much about how to teach them through reading.
3	
4	n.a.
5	
6	I tutored two ELL students in Math. They were proficient in English though.
7	I have not had a lot of preparation - I just started my first semester of ESL classes at school.
8	
9	I am not a ELL major, French Ed.
10	ESL classes for endorsement mentoring and tutoring

5. As a teacher educator, teacher, or future educator, what topics and issues would you like to learn more about to better prepare you to teach diverse learners, especially ELL students? Are there specific courses or workshop topics that would help you?	
1	how to incorporate culture in various subjects such as math and science
2	management, discipline, motivation
3	how to teach in a classroom specific strategies.
4	specific strategies and techniques or curriculum to use
5	Just how to integrate regular curriculum to reach ELL needs.
6	Just ways to help ELL students achieve success
7	
8	strategies for working with ELL students and the High School level
9	How to teach a language/culture when they are not near. The area where being taught
10	Strategies to teach social studies, science, reading etc.

6. Are there any other expectations, wishes, comments, or suggestions?	
1	Maybe if you have the Our kids conference in May or June so that more students can attend.
2	This conference has been very enjoyable and informational. It was great! It would be nice if the "our kids" conference was in may or early June for those of us who are students and cannot take a week away from summer jobs.
3	
4	

5	Great conference! Very informative.
6	
7	
8	More hand-outs
9	have programs on how to teach language with no particular emphasis
10	

ICLC 2006 (February version) – Other status

1. In what ways has participating in the Iowa Cultures and Language Conference been useful to you?	
1	It has made me more aware of the specific challenges ELL students face, it has taught me about legal standards for them, how to teach them better, etc.
2	I've learned more about English Language learners and the difficulties that they, along with the schools face. I've also learned some teaching techniques useful for teaching both ELL and general education students.
3	Learning more about teaching techniques

2. What would you like to accomplish by participating in the Teacher Quality Enhancement Program?	
1	I would like to become better at identifying students' problems due to language and learn better strategies for working with them, making interventions for them/
2	I'd like to be able to use (not just learn) the teaching strategies provided - meaning that I'd like to become fluent in these strategies and how I can share them with teachers as a school psychologist.
3	Learning how to deal with difficulties in L-2 acquisition

3. What could be done to make your continued participation in the TQE grant most beneficial to you and the students you teach?	
1	As a future school psychologist, I want to be better at identifying language probs and how to effectively help the students and teachers who work with them.
2	I'm studying to be a school psychologist, so I would like to understand how I can best teach what I learn to practicing teachers.
3	provide hand-outs

4. Describe your previous preparation or experience teaching ELLs or preparing other teachers to teach ELLs.	
1	No previous experience other than my own experience learning a second language and studying in a foreign country.
2	
3	teaching ELLs demands thorough preparation and careful error-correction

5. As a teacher educator, teacher, or future educator, what topics and issues would you like to learn more about to better prepare you to teach diverse learners, especially ELL students? Are there specific courses or workshop topics that would help you?	
1	how to specifically help/work with ESL students, how to work with families of ESL students (parents)
2	problems ELL students face, how to make students in ESL feel like part of the school.
3	techniques of memorizing words

6. Are there any other expectations, wishes, comments, or suggestions?	
1	
2	I'd like to understand how I can help teachers of ELL
3	

ICLC 2006 (April version) – Teacher Educators

1. In what ways has participating in the Iowa Cultures and Language Conference been useful to you?	
1	I brought back some techniques to enhance my teaching of pre-service teachers. Overall, however, I found the presentations I attended to be geared to the specific subject areas, but little connection was made to ELL students. I did enjoy my conversations with the people I met and the students I "brought" were thrilled with everything!
2	Heightened knowledge; Saw more of the ELL culture
3	It was very helpful to talk to other teachers about what strategies they use to help their ELL students; The speakers were knowledgeable and the handouts were great.
4	learning about ELL students in Iowa, Iowa perspectives
5	meeting other people and hearing about issues
6	
7	I gained knowledge of how I can support my preservice teachers when they work with ELL Ss
8	Making connections with other teachers. Getting a chance to see what others are doing. Supporting my understanding of the needs of ELL students in Iowa.
9	It was very valuable to me as a teaching professional.
10	Forced me to think of ways of incorporating more information on ELL's in my classroom
11	Exposure to best practices for ELLs; Network with ELL teachers & Practitioner preparation program instructors

2. What would you like to accomplish by participating in the Teacher Quality Enhancement program?	
1	Become a better college professor. Learn more about ELL students and how best to meet their needs.
2	How to prepare preservice teachers; Assessment between language or disability discussion
3	I teach college students who will be working with ELL students, so I would like to know more about research in this area.
4	learning more about strategies, testing
5	Learn ways to strengthen the teacher preparation program to include strategies and experiences with ELLs.
6	
7	I would like to better prepare preservice teachers for the work they will do with ELL Ss as student teachers. practicum SS and eventually as teachers in the State of IA
8	Continue to support my work in preparing teachers to work with ELL learners and their families.
9	I would like to come away with concrete ideas for teaching ELL students that I can pass along.
10	To be able to pass on concrete examples of how elementary teachers can meet the needs of ELL's.
11	Become knowledgeable of the needs of and teaching strategies for ELL's in order to offer an endorsement at my institution

3. What can be done to make your continued participation in the Teacher Quality Enhancement program most beneficial to you and the students you teach?	
1	Provide opportunities for us to collaborate with ELL students and their teachers.
2	The times the events are held

3	I think you are doing a great job. I am pleased that future teachers (College students) are being invited to the session during the summer.
4	more sessions for teacher prep programs
5	Have some sessions focusing on teacher preparation program structure
6	
7	More info on preparing pre service teachers for a classroom that has a higher and higher percentage of ELL's
8	Share what is successful in teacher preparation for diverse populations, especially in rural communities and smaller districts.
9	I would like practical handouts provided that we can all take home.
10	Nothing - I plan on continuing with my expectations at a minimum. That way, I'm open to gaining the information I need without preconceived ideas.
11	Communication of events and expectations is good - keep it up!; The funding is a great benefit too!

4. Describe your previous participation or experience teaching ELLs or preparing other teachers to teach ELLs.	
1	I have a background in multicultural education and reading, so have combined these strengths (along with some great books) to make students more aware of the issues they may encounter in teaching ELL students.; I've also taught for Projects Impact and Teach, so have some knowledge of working with adults whose first language is not English.
2	
3	I teach an introductory course on how to teach reading/language arts to future teachers. I have taught overseas in four different countries and read extensively in this area.
4	coursework in undergrad and graduate programs, experience as classroom teacher
5	minimal
6	
7	I have no direct experience teaching of ELLs. I have supervised summer practicum students when they were teaching predominantly ELL's and low ability readers in DMPS. I have read on my own but no formal preparation as an instructor and supervisor for practicum and student teachers.
8	Minor in my doctoral program was in Bilingual Education. Taught as a summer bilingual education teacher with Spanish speaking students in Colorado. Worked with teachers involved with ELL learners.
9	I have had limited experience.
10	I worked as an adult literacy volunteer.
11	Taught a Math section to ELL's at the Middle School level for one year.&CR;Taught in a predominately Mexican-American community for 6 years in Chicago-very exposed to bilingual education.

5. As a teacher educator, teacher, or future educator, what topics and issues would you like to learn more about to better prepare you to teach diverse learners, especially ELL students? Are there specific courses or workshop topics that would help you?	
1	Basic communication - when you don't speak the language of the child. How to best communicate with parents. How to find resources in your community. "Products" to make or purchase that might enhance the learning of ELL students. I'd love to hear the experiences of ELL students and get their recommendations.
2	Differentiated between language and special needs determinings&CR;Methods of teaching ELL
3	More on working with those with disabilities and those who are gifted.
4	parent community support, programs that have worked well
5	What information is critical for teacher candidates to know and be able to do?
6	
7	Techniques. methodology for teaching ELL's. More on inn tergrating language skill building into all subjects. More on what approaches work best for ELL's on the "ends of the range" of ability.
8	Would like to have more specific information about what programs are already available to children in the state of Iowa. Would like to have opportunities to talk with districts and colleges about teacher

	preparation for working with ELL learners.
9	
10	Specific methods that will make the classroom safer and more academically acceptable for ELL's
11	The essential components of an ELL program leading to state endorsement for teacher candidates

6. Any other expectations, wishes, comments, or suggestions?	
1	
2	
3	
4	
5	none
6	
7	I think that focusing on specific techniques for the full range of learners should be added.
8	
9	
10	Sure, probably, but I can't think of them now.
11	The conference was one of the best I've been too as a professional educator! Kudos!

ICLC 2006 (April version) – Teacher Candidates

1. In what ways has participating in the Iowa Cultures and Language Conference been useful to you?	
1	I was exposed to many different methods and other educators who share the same passion that I do.
2	This conference helped solidify the knowledge I've gained in my classes at Mount Mercy for ELL students.
3	I received a magnitude of information and materials from the seminars I attended. Almost all seminars I attended were very helpful and knowledgeable. I especially liked Stephen Krashen's lecture and Timothy Rasinski's seminar.
4	I think that it really helped me to get out there and see what programs and assistance is available for teachers to use in the classroom.

2. What would you like to accomplish by participating in the Teacher Quality Enhancement program?	
1	I want to be as informed and experienced to educate ELL students in the best way possible.
2	I would like to gain a deeper understanding of the needs of the students and strategies to reach all ELL students. I would also like to learn additional ways to help the gen ed teachers find ways to better enhance the learning in their classrooms for the ELL students.
3	I would like to have a better understanding of ELL students, their struggles and be prepared as a teacher to be able to help them be successful.
4	As with anything conference or program I attend, I would like to come out with a better idea on how to help all children to be successful

3. What can be done to make your continued participation in the Teacher Quality Enhancement program most beneficial to you and the students you teach?	
1	Always keeping up to date with new methods and pedagogical developments through attending more conferences and keeping in touch with other conference attendees.
2	Although I am just graduating (in Dec) from college, I would like to participate in workshops/conferences that speaks on specific ELL issues.
3	Continue to have quality and informational seminars to assist teacher becoming better teachers of ELL students.

4	N/A
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4. Describe your previous participation or experience teaching ELLs or preparing other teachers to teach ELLs.

1	none
2	At the time of the conference I had just finished the Teaching ELL Students course at Mount Mercy
3	Taking classes for ELL teaching in my teaching degree program.
4	I am a teacher candidate, so I have never had my own classroom. I have however been a practicum student in a school district with a high ELL population.

5. As a teacher educator, teacher, or future educator, what topics and issues would you like to learn more about to better prepare you to teach diverse learners, especially ELL students? Are there specific courses or workshop topics that would help you?

1	I would have liked to have more sessions about how to help ELL students with special needs.
2	strategies; ways to integrate these strategies into a gen ed classroom; ideas to engage the ELL students
3	Teaching strategies with information for resources for teaching ELL students.
4	I would like to see workshops strictly on research-based strategies that work.

6. Any other expectations, wishes, comments, or suggestions?

1	the conference was a great experience
2	I thought the conference was great. I enjoyed the sessions I attended. I like the fact that many of them were speaking about ideas and research that would benefit all students and not just ELL students. At the same time I would like to see more sessions that speak specifically about ELL strategies to enhance their learning
3	no
4	

ICLC 2006 (April version) – Other professional status

1. In what ways has participating in the Iowa Cultures and Language Conference been useful to you?

1	It helped me see that there was an issue with teaching ELL students.
2	It gave me a broader perspective of the many cultures we have here in Iowa, and particularly, how this affects schools.
3	I believe Tim Rasinsky's lectures were very informative and applicable for all students, not just ELL students.

2. What would you like to accomplish by participating in the Teacher Quality Enhancement program?

1	Learn more about ELL programs and the needs of its students.
2	Learn more about how to work with ELL students; what is best practice in working with ELL students
3	Gain knowledge about how to work with ELL students and the appropriate methods to do so.

3. What can be done to make your continued participation in the Teacher Quality Enhancement program most beneficial to you and the students you teach?

1	more direct solutions
2	Continue to have conferences where I can get a lot information in a short period of time.
3	Quality lecture seminars to attend at conferences and quality materials provided.

4. Describe your previous participation or experience teaching ELLs or preparing other teachers to teach ELLs.	
1	none
2	None
3	I tutored a couple of ELL students in Cedar Rapids.

5. As a teacher educator, teacher, or future educator, what topics and issues would you like to learn more about to better prepare you to teach diverse learners, especially ELL students? Are there specific courses or workshop topics that would help you?	
1	What to consider with ELL students in the elementary classroom.
2	Alternative assessments
3	Teaching ELL students in the regular classroom, especially in math and science.

6. Any other expectations, wishes, comments, or suggestions?	
1	no
2	
3	Tim Rasinsky was amazing! I was not impressed by the math seminar I attended. I felt like the presenter was just trying to sell his books.

April 2006 survey

This information is provided in Section 3.2.2 of this report and is not repeated here.

Summer Institute 2006 – Teacher Educators

1. Consider everything about the Summer Institute and all aspects of your experience here. What has been most valuable to you?	
1	Networking with other "experts" in the field of ELL and other teacher educators.
2	Being put into simulations or situations where I can see language learn. From the perspective of either an ELL or teacher trainee (the recipient of my teaching)
3	Talking with other teacher trainers about successes/problems has been encouraging. Content of workshops and modeling of presentations by Bailey, Hernandez and Schlep were very good also.
4	Learning techniques that I can pass along to teachers. These techniques are useful for teaching not only ELL students, but also "general education" students. Also the simulation was valuable in that it made me more empathetic to ELL students.
5	
6	
7	networking with colleagues, strategy suggestions from presenters
8	The "Life in a Second Language" experience was the most valuable experience for me. I will take away a greater understanding and empathy for families new to the US.
9	Resources, Awareness of issues in the state, I've learned some new instructional "techniques" but already knew many of these presented.
10	Day with Schleppegrell - very interesting and thought provoking
11	Simulation and debriefing
12	The sessions that up awareness of learning situations that are problematic and/or flawed for learners of a second language - session that helped analyze language or experiences through the eyes of an ELL
13	The most valuable were the sessions that taught by modeling. Bailey did an excellent job of modeling what she wanted us to learn. Being able to see things in a concrete manner was also

	valuable. Discussions with other professors was also valuable.
14	The Academic Language session where we participated in real activities involving functional grammar.
15	The simulations, which developed affective awareness. The practical strategies for teaching ELL.
16	The interactiveness with colleagues and teachers was an excellent way to network and learn.
17	The info I can include in my lectures, class assignments, and class activities.
18	
19	Networking with others in higher education
20	I felt that the simulation was the best exercise to help understand the student ELLs perspective (walk in their shoes); and it helped to broaden my thoughts of all the ways teachers need to understand where their student is coming from to even begin to help them want to learn and achieve anything in school. Next Favorite was the Parents and Community discussion and how if we as educators are to reach our students, we must understand their family life and why and how the student is here in the US

2. What has been least valuable?	
1	It was all valuable if entered into with an open mind.
2	I wouldn't view any part as "least valuable"; everything had some potential application.
3	I'd already done Life in Second L. simulation, so didn't learn new things.
4	The least valuable to me was the Education Policy and Language Politics. I feel that I learned about some of these at ICLC and through other readings on language acquisition and related topics. The speaker wasn't very engaging and I feel that the topics could and should have been presented in a more discussion based format.
5	Nothing has been unvaluable.
6	Presentation on grant writing - the grant itself was not clearly explained, felt like a sales pitch, I understand the importance of the topic and appreciate its inclusion (and would encourage it be addressed again) but this presentation was not very helpful. Presentation on the recent grad's experience - I enjoyed listening to the stories and sharing of experiences but I didn't learn anything that will help me better prepare future educators. There was not a research base and if we are still needing to convince teacher educators that there is diversity in our world, we're in trouble. Please note that this is not a critique of the presenter. I would very much like to have him speak with my undergrad and grad students. The content was just a poor match for the learning objectives of the audience.
7	
8	James Crawford's presentation was the least valuable because 1. Lecture 2. After Lunch 3. 2 1/2 hours with no break. This all contributed to a difficult situation from which to learn.
9	I felt like some of the presenters didn't know the intended audience and their agenda wasn't as helpful as it might have been.
10	Bailey's presentation was interesting, but did not seem to address needs of methods teachers looking for integration ideas for non-ESL professionals.
11	Bailey presentation didn't match the audience - most of it was not appropriate for teacher educators - outdated
12	So far, there has been value in all my exp's here.
13	Even though Crawford's presentation was full of information, the time and manner of the presentation will be of little value to me.
14	While the Crawford material/presentation was good information, the format was not as engaging.
15	The research presented by Crawford - his presentation style prevented constructivist learning
16	James Crawford had good info, but it did not have practical use to me as a teacher trainee.
17	The structure of the workshops - while I understand the reasoning, it's hard to sit for 3 hour blocks.
18	
19	

20	Probably James Crawford's presentation - not for the intent of the topic, but the way it was delivered to me was not interesting to follow.
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3. What could have been done to make this experience better for you?	
1	N/A
2	Possibly a time set aside for teacher educators to share what they're doing in their various programs. I'm not positive I'm covering everything I should in my program.
3	Perhaps organizers could have collected data about goals of participants before planning the conference?
4	I feel that I am lost as a school psychologist student among the teacher educators and even more so among the teacher candidates. I am grateful for being allowed to attend the conference, but I feel that support staff in schools should be included also in this program. I understand that this is out of your control but I think doing this may have enriched a lot of others experiences and make teaching ELLs more of a team experience in schools.
5	1. Have a strand to meet the needs of school psychologists. 2. Provide specific ideas that school psychs can give teachers in different scenarios. 3. Show what an actual ELL classroom is like and the material the classes use.
6	More data-based discussion of educational techniques.
7	
8	It would have helped having Crawford earlier in the day and perhaps providing an intermission during this program.
9	More activity and modeling - I can read studies and research on my own time later.
10	A panel discussion with 1-3 year teachers who (A) found themselves working with ESL students, and (B) had little /no preparation for this situation.
11	Cultural expo would have been an excellent experience to gain background knowledge on cultures in Iowa. Maybe ask folks to bring Syllabi to work on with colleagues.
12	I would have appreciated having the program available before the first day. If it was on the web I didn't know as my home computer was down during late July.
13	
14	I'm always interested in book exhibits. There were none at this conference.
15	Smaller room, more interactive style of presentation with reflection and discussion to understand and interpret information.
16	
17	The structure of the workshops - while I understand the reasoning, it's hard to sit for 3 hour blocks.
18	
19	More practical info on the teaching of ELLs in Iowa's mainstream content areas
20	Handouts; group interaction, active discussion

4. At the beginning of the Summer Institute you wrote what you intended to accomplish. Please report and compare what you intended to accomplish with what you have accomplished. With regard to achieving your goals, has the Summer Institute been a good investment of your time and energy?	
1	I want to bring new fresh ideas into my teacher ed. classes. I believe that I have largely met my personal goal. There was a lot of content geared towards Education Faculty who had little or no background in Language Acquisition, and this was a good review/affirmation for me, but not new info.
2	I wanted to learn more about teaching English to ELL kids as opposed to adults. I have a lot to learn in that area but most of what I received was of a more general nature, not specific for children.
3	I hoped to become better equipped to help teacher candidates to serve their ELLs. I have learned specific techniques and information that I plan to use.
4	I wanted to learn about strategies that I could then share when I get into the field and consult with teachers about teaching ELLs. I feel that this goal was met and that I have learned a lot. I do feel that

	this has been a good investment of my time and energy this week.
5	My goal was to learn more about the challenges ELL students face and how to help teachers who are struggling to help them (as a school psychologist).
6	The majority of the Institute truly has been. And given that this week is when I also much be preparing my fall classes, my expectations have been high! It has been a positive experience.
7	A good investment...I have obtained data/strategies to incorporate/provide in my methods courses to assist teacher candidates in addressing the needs of ELLs mainstreamed or sheltered
8	I wanted to come away from the institute with increased knowledge of ELLs with effective teaching strategies I can teach to my pre-service teachers. I will come away with a wealth of info. I am especially appreciative of the handouts and powerpoints that will be made available on the website.
9	My primary goal was to learn new techniques and "teaching tips" that I could use in my college classrooms. While I did learn some things, I almost would rather have been with my students at their sessions and received the information they received.
10	After February conference, I had only a very few concrete ideas. I think I now have a fairly substantial set of activities that I will use in my methods courses.
11	I was looking for ways to integrate ELL strategies into my course and I did that. Yes, it was a good investment of time and energy. I especially appreciated the time spent talking to teacher candidates regarding their learning experiences at the conferences.
12	Its been a good use of time. I am close to meeting my goals and will likely meet them as I get a chance to read through my written material and texts.
13	The first 2 days were extremely helpful. The last day, not to fault of the instructor, was too specific for my use. Goals - Yes - Since I don't teach ELL classes, I was hoping to become more informed which I think I was.
14	I wanted to learn/think about ways to incorporate strategies for ELL into the gen. ed curriculum. I have accomplished this goal - There are too many ideas, in fact, to incorporate all at once. This has been a good experience.
15	This has been the best conference I have ever attended. My goal was to learn how to better prepare our preservice teachers for a more diverse population of students and I am finding several ways I can improve the courses I teach to include preparation in working with ELL.
16	I've found some specific methods and strategies to implement in my teacher trainee courses.
17	Yes - I feel I have a lot of info to pass on to my students. In addition, I have learned an awfully lot, too!
18	
19	
20	Yes, good staff development ideas to help reach ELL students and make Teachers better equipped to reach those students.

5. In the coming year, what do you intend to accomplish to help teacher candidates better prepare to teach ELLs?	
1	Continue to offer practical, applications to known research-based best practice in the ESL endorsement courses I teach
2	I suppose the main thing is the affective component. I need to stress more the pressures that ELLs are under regarding adjustments they must make and the need for teachers to be supportive. As Crawford's presentation gave me a better awareness of the linguistic and immigration history of the US.
3	I hope to engage candidates in more simulations of learning techniques and strategies rather than simply describing them.
4	N/A, However, I plan to use the info I gained when I am in the field. I'd like to help teachers teach to support ELL students.
5	I want to begin by bringing teachers to an awareness of the struggles ELL students face. I would like to be able to provide them with resources an ideas for helping their students.
6	I will more overtly integrate ELLs into the assessment class I teach. Specifically, I want to spend more time discussing the how when it comes to writing and assessing learning objectives. I also have 3 pages of notes about how I can better address meeting the needs of ELLs in my school and grad courses.
7	inclusion of strategies in methods courses and perhaps assessment (informal) procedures for those who

	are mainstreamed.
8	I will incorporate a strand in each of my courses that will specifically deal with ELL strategies
9	Include an ELL component for reflection in my lesson plans. Generally talking about ELLs as a group we need to accommodate and be sure I teach them what I'm able (in the class I teach.)
10	Awareness of the complexity of ELLs situation. "Survivor skills" For a non-ESL professional
11	Purposefully ID strategies that work for ELL and why. Perhaps try a mini simulation.
12	As a practicum coordinator I will require Ss to differentiate for ELLs as they already need to do for children with special needs. They will need at least a language goal in all lesson plans and 1-3 levels of proficiency for tasks embedded in their plans. I am considering applying jointly with others for grant \$ to make program changes.
13	Emphasize the need of teachers who take this student seriously. Add a piece to method courses that I teach, understand the affective domain and how it affects ELL
14	I want to work with faculty in looking for ways to infuse strategies for preparing candidates to teach ELLs throughout the curriculum.
15	Change analysis of teaching materials to include a focus on ELL. Help preservice teachers consciously name how the various strategies they are learning would benefit ELL.
16	I hope to engage teacher trainees in strategies use and implementation.
17	Adding info gained here to my syllabus, and subsequently to my class work (lecture, assignments, activities)
18	
19	Make TESOL student teachers more aware of strategies to use in liaisoning with mainstream teachers to accommodate their specific linguistic/academic needs.
20	New ways to relate to ELLs and importance of understanding their culture and family life.

6. What new learning that you gained in the Summer Institute do you hope to immediately implement at the beginning of the school year?	
1	Working with all education faculty to infuse some ELL approaches into the education certification courses
2	
3	I plan to instruct teacher candidates in "functional grammar" and how to use it with ELLs.
4	Some of the info led to ideas that can be implemented in our school psychology classes and can be used to create in-services. I hope to integrate the techniques that Bailey and Schleppegrall shared when on practicum. The simulation would be excellent to recreate with the other students in my program.
5	
6	
7	
8	These ideas will be shared with our college's education dept faculty.
9	Included an ELL component for reflection in my lesson plans. Generally talking about ELLs as a group we need to accommodate and be sure I teach them what I'm able (in the class I teach.)
10	
11	Networked with many folks. I will probably use websites, etc that were mentioned by speakers.
12	As a practicum coordinator I will require Ss to differentiate for ELLs as they already need to do for children with special needs. They will need at least a language goal in all lesson plans and 1-3 levels of proficiency for tasks imbedded in their plans.
13	
14	I want to use the Our Kids DVD with dept. faculty.
15	
16	
17	Not sure.
18	

19	Specific methodological ideas that I picked up in various seminars.
20	Ways to have effective parent/teacher communication to families of ELL students.

7. Do you have any other comments or suggestions?	
1	
2	
3	I've enjoyed meeting others; You've provided a great service and accomodations!
4	
5	I think there should be a strand for school psychologists to attend. Many of the educational problems school psychs encounter are actually language problems. Teachers come to us with questions and concerns on how to help these students, yet we receive no formal training in how to help them, what they go through, what they need, etc. If anything it would bring an awareness to school psychs about the problems ELLs have as a starting point.
6	
7	
8	Afternoon sessions should have been shorter. Check brain research.
9	
10	
11	
12	
13	
14	
15	
16	I'll highly recommend the conference to co-workers and teachers.
17	No.
18	
19	
20	

Summer Institute 2006 – Teacher Candidates

1. Consider everything about the Summer Institute and all aspects of your experience here in the last week. What has been most valuable for you?	
1	Math and vocab sessions
2	As a preservice teacher I received a lot of information that I feel will become really valuable. I loved all the handouts and resources we got in each seminar. I also believe that the assimilation experience was a very valuable activity because it showed and illustrated hardships - it made some of us put our shoes on someone else's feet.
3	Stephanie Wessels strategies for teaching vocabulary were very useful.
4	The method ideas for how to teach the certain areas. And the free book by Brenny and Martin.
5	I would say Stephanie Wessels presentation was by far the most helpful because she gave so many good ideas for teaching vocab to ELL. Not only could you use those activities with ELLs but all your student in any grade with any subject.
6	That it isn't really easier for younger kids to learn a language that adults. They just learn a more social version.
7	The simulation was great. Specific strategies to use in the classroom were very helpful.
8	most useful - the activity/game ideas, how to teach in the core content areas to ELLs. Most valuable -

	learning about the legal issues involved and the simulation activity.
9	Learning that it is possible to teach a student English without actually being fluent in any other language. This took away much of the fear I had about teaching ELL students.
10	Receiving practical materials for aiding in teaching ELL students in math, reading and vocabulary.
11	Meeting all these wonderful educators from around the state. Learning the true importance of embracing all cultures and implementing their prior knowledge and life into their educational life now!
12	Info on reading, vocab., and writing also science enhancement
13	Teaching strategies provided in seminars. Simulations
14	I really liked when the presenters handed out books full of info so that we could follow along. I learned a lot of valuable info and got a lot of great ideas.

2. What has been least valuable for you?	
1	Crawford lecture
2	The games Crawford lecture was very informative, and I feel like he knew what he was talking about, but the pretention of it was very ho hum.
3	Mario Sosa's presentation on music and culture. It was interesting, but no new info.
4	The music speaker
5	I don't think James Crawford was very helpful. His presentation was more a vague history lesson. I would rather have talked more about No Child Left Behind than history.
6	Not that it wasn't useful, but I already know a bunch about phonics and the 5 pillars of reading.
7	The keynote speaker was boring and did not apply to what I do in the classroom.
8	Least useful - the research material by James Crawford. Lest valuable - I don't feel the reading stats and research were very engaging, they were to dull to learn about.
9	James Crawford's presentation, while it had it's points, was dull and didn't pertain to practices in the classroom.
10	The keynote address at the beginning of the conference.
11	Nothing! This week has been the best experience for me being as I am a teacher candidate and all this information will be implemented into my classroom when I start teaching (Aug 2007)
12	music
13	James Crawford - already knew the info. Mario Sosa - didn't provide any info other than stats of places he has been to teach music.
14	The music presentation didn't interest me as much as others

3. What could have been done to make this experience better for you?	
1	Somehow get to know more of the teacher candidates and work with them.
2	Maybe a little more focus on preservice teachers, split us up into our own groups or/and focus on the aspects of ELL in your first classroom - what to expect.
3	The practical real-life examples are great for teacher candidates and just having more of that.
4	Addressed more about what to do when you have a class of "regular" and "advanced" students with 1 or 2 ELL's. Most content was devoted with what to do for a class of ELL's.
5	Maybe not have it so long because by the end of the day, even with all the breaks, my mind can't focus.
6	Maybe try to make more of the things and strategies we learned about.
7	More information on assessment and what to do if there is only 1 or 2 ELLs in a classroom.
8	I wish we could have gotten into a teacher candidate group where we could talk about how we felt about these issues, their ideas could have been helpful as a college student.
9	Having a chance to discuss issues with other Teacher Candidates from other College and Universities.
10	Smaller group sizes.
11	I'm not sure on this question...I believe this experience was so much fun. I learned A LOT, so I would not change anything. Let's see what next year brings.

12	Choose sessions to attend because everyone on the team doesn't need to go to the same session. It could be more like Iowa Lang. and Culture Conference.
13	have vendors and cultural expo available, be able to choose which session/seminar to attend - in order to avoid repetition of already learned material.
14	More variety in the days. Its hard to sit in one room with one speaker all day even if their presentation is wonderful.

4. On the first day of the Summer Institute you wrote what you intended to accomplish. Please report and compare what you intended to accomplish with what you have accomplished. Discuss whether or not the Summer Institute has been a good investment of your time and energy.	
1	This has been great information and has made me feel more confident as I start student teaching and planning.
2	Yes this has been a great investment of my time and energy. I feel like I've have gained more than my goals set out to do.
3	I wanted to learn how to teach ELL's since I will be student teaching this fall. My goal was very general because I didn't have a lot of knowledge in this area. This week has been very valuable and I feel much more confident going into student teaching.
4	I would definitely say this was a good investment. Great ideas were shared that I want to look into.
5	
6	I wanted to learn about how ELL students best learn and how to keep them motivated in and out of class. I feel the presenters did a great job addressing these points.
7	The Institute was very helpful. It focused on topics that weren't covered in my classes at [institute of higher education] and gave me lots of ideas to implement.
8	N/A
9	N/A
10	My intention as a preservice teacher has been to gain information and resources for myself and to share them with other teacher candidates. My team has plans to have an open forum to share this information. The summer institute has been a good investment of my time and energy.
11	I intended to accomplish learning new methodologies to implement into the classrooms with L2 students and I learned so many strategies. All the goals I wished to accomplish, were accomplished.
12	
13	It has been a good investment of my time and energy - I have come away from the experience with a multitude of new teaching strategies and a new awareness of how it feels to be new to a country and have limited resources or language skills
14	The summer institute was a great investment I would highly recommend this conference to Everyone. I learned a lot and feel it was time well spent.

5. What do you intend to accomplish related to ELLs in this coming year?	
1	incorporate ELL instruction into student teaching plans
2	I hope to compile all this info into my future classroom portfolio as well as use some of the activities presented to us in my student teaching.
3	I hope to put the strategies to use while student teaching and see how ELLs progress through the stages.
4	Put more energy into thinking about what I will do with/for them in all my lesson plans. (I'm a teacher candidate)
5	Learn how to incorporate varied activities and methods in my lesson plans and hopefully gain some in-class experience.
6	I won't teach for another year, but when I do I'm not going to limit or stop students from speaking a different language. I thought that ELL students would learn English better or easier by speaking only English. I also thought about ??? cultures, something I hadn't thought about before.
7	I hope to gain experience with ELLs as I student teach, and practice some of the things I've learned here.
8	I would hope to incorporate some of the reading, vocab, math, and literature ideas in my future classroom. As a teacher candidate I could share this info with students in my education classes at school.

9	I hope to have a chance to share my learned information and strategies with my fellow teacher candidates at school.
10	I intend to use ELL strategies in my limited classroom experiences as well as inform other teacher candidates at my institute of much of what I have learned here.
11	Understanding the biography of our students (all, especially ELL) is VERY important!
12	Implement activities and ideas into student teaching for ELL and general education students.
13	n/a teaching candidate.
14	I'm still in school so hopefully the info I learned here will help me in other courses and eventually when teaching. This conference reinforced and taught me a lot of useful info.

6. What new learning that you gained in the Summer Institute do you hope to implement immediately at the beginning of the school year?

1	put into student teaching plans
2	I hope to implement many of the strategies we learned, but especially be highly contextualized and comprehensive in my teaching.
3	Using visuals and getting to know every students background.
4	Put more energy into thinking about what I will do with/for them in all my lesson plans. (I'm a teacher candidate)
5	Where do I begin... There were so many interesting ideas and facts that I need to wrap my mind around. Hopefully I will have an opportunity to implement them all.
6	It's ok to be different. This includes looking different, acting different, and sounding different.
7	VOCABULARY, visuals, repetition
8	N/A
9	N/A
10	n/a
11	Connect and embrace the L2 learners language and culture!
12	Chain stories, word splash, teach backwards, photo stories, Relais
13	n/a teaching candidate
14	Just learning to be patient when working w/ ELLs because I never realized how long it takes to become fluent in a 2nd language.

ICLC 2007 – Teacher Educators

Note: Responses that are crossed out indicate teacher candidates who responded to the survey intended for teacher educators. These responses were included in the teacher candidate analysis only for questions that overlapped on the candidate and educator surveys.

1. Consider everything about the ICLC and all aspects of your experience here. What has been most valuable to you?	
1.	I really enjoyed hearing Wong-Fillmore-learning for her expertise and experience. I've enjoyed meeting and talking to other teacher educators, classroom teachers and students.
2.	Networking
3.	A variety of topics from elem. to adult ESL.
4.	Time to reflect during presentations
5.	I liked the opportunity to talk with our Faculty and students in this context.
6.	Breakout sessions
7.	The Hmong Speaker at the bouquet was a very powerful message.
8.	Networking
9.	Learning new "attacks" to help my students both ELL & native

10.	
11.	The most valuable to me were the different opportunities to learn strategies that work in our ESL classroom.
12.	Ways to implement new teaching strategies; What to look for when going into a classroom.
13.	1. Being able to look at textbooks and determine which would be most helpful to me as I teach; 2. Attending concurrent sessions to great fresh ideas; 3. Hear keynote speakers.
14.	The banquet speaker was the best! I find his combination of "life story" and entertainment to be very effective.
15. [†]	I did value meeting other individuals who are concerned about the various cultures & Languages in Iowa.
16.	Opportunity & connect w/ classroom teachers and teacher educators.
17.	I'd say the session by Olson on working w/ low level learners was of most help-a lot of practical tips pulled together into a handout for future reference-ideas for me to pass on to my teachers in training.
18.	Discussion with colleagues about how we might apply what we are learning to our own program. Discussion with our students about what they are learning.
19.	Observing pre-service teachers' reactions to the conference and information
20.	Specific examples of materials (teacher made) to use with ELLs.

[†]Respondent status is "school psych student; ELL team member"

2. What has been least valuable to you?	
1.	No response
2.	Keynotes
3.	Food at lunch & dinner-not very tasty. A friend of mine is vegetarian and she didn't get any vegetarian meals during the conference even though requested.
4.	
5.	
6.	Keynotes on Tues. morning & lunch
7.	Several sessions were geared towards adults.
8.	Shallow: food-too cholesterol-high; too much fat; Academic: would like more
9.	
10.	
11.	Least valuable are sessions where time is spend trying to sell a product reminds me of infomercial.
12.	Not being able to choose what session I attend.
13.	nothing
14.	Least-difficult to identify anything, everything has significant value.
15. [†]	Some of the largest sessions that did not have a handout to follow along with.
16.	Selection of vendors -increase, more diversity and product selection.
17.	I didn't get much out of Wong's session on scaffolding or Franco's session on designing an adult ESL program.
18.	There were some sessions less valuable but there were other choices -
19.	I did not attend any concurrent session except 1 that were more than "okay.." The speaker from Washington was downright infuriating [infuriating]
20.	

[†]Respondent status is "school psych student; ELL team member"

3. What could have been done to make this experience better for you?	
1.	No response

2.	TQE orientation in advance
3.	Stay downtown-the hotel was booked very quickly & we didn't have a chance to be closer.
4.	very important: allow TQELL participants to choose some of their sessions.
5.	More freedom to go to other sessions of interest-many of the sessions sounded like they would be helpful and something I could take back to my students.
6.	Better Vendors
7.	Heat in the sessions & lunch.
8.	More sessions with nationally known scholars.
9.	Send out class/seminar synopsis to attendees before the seminar to aid in team planning.
10.	
11.	This would be a wider conference if the time of year of the conference would have been in October or April. CONSIDER THE WEATHER OF Iowa and its climate where?
12.	Choosing where I want to go.
13.	Provide more "college-based" sessions
14.	Perhaps listening to a panel of ELC students, Grades 7-12
15.†	Incorporate more information for individuals, such as on of the first concurrent sessions, to cover basic ELL laws & understanding for first time participants.
16.	Having a special breakfast session for TQELL first timers and /or adult/ higher Ed/Community college people.
17.	
18.	I think we need to be thinking about how to institute change in programs. Need someone of one faculty to take charge and organize ideas for implementing change
19.	It seemed that the depth of the sessions was lacking but that was <u>my</u> reaction, not the pre-service teacher's reactions, [illegible word] it was tolerable. To make this better for teacher prep instructors, I would have liked to hear about or see modeled how to have students "get" issues in lang. and lang. acquisition.
20.	

†Respondent status is "school psych student; ELL team member"

Stem for q4: Think back to the beginning of this school year – specifically, how things have gone this year as compared with the previous school year in training teacher candidates to work with ELLs.

4a. What has gone well this year?	
1.	This year my institution is not offering its TESL courses. Instead, I'm working with two students who are taking TESL courses with me as independent studies.
2.	
3.	My students successfully participated in their first practicum K-12 ESL Experience. I finished teaching first cohort of ESL pre-service teachers, who after a student teaching will be able to graduate to an ESL endorsement.
4.	I have incorporated ELL-specific teaching into non-ESL endorsement classes.
5.	Good questions from students-high interest
6.	collaboration
7.	Our program has grown & in-service students are reporting that the ESL endorsement courses have been helpful in their daily learning.
8.	They have more interest-because started at the beginning including ELL in content-
9.	NA
10.	
11.	This is my first conference I am a teacher candidate.
12.	Doesn't apply to me.
13.	Okay-this is my first year of teaching at [Institute of Higher Education].

14.	Understanding how L2 strategies, etc. are similar to L1 strategies. If it works really well with native speakers, it might be good for L2 students.
15. [†]	NA
16.	not teaching courses this year.
17.	
18.	Opportunities afforded by the TQELL grant.
19.	Our students want to know this info
20.	Being aware of what needs to be included.

[†]Respondent status is "school psych student; ELL team member"

4b. What would you have done differently?	
1.	I always begin one of my course with an overview of the demographics of ELLS in Iowa, the US, focusing on states of students origin. The URL address I gave to the S'S had changed since last year. I would have checked that out better had I known.
2.	Nothing yet
3.	I should have interviewed teachers who are practicing in classrooms about the strategies, assessment techniques, etc. they use in schools.
4.	Not minimizing ELL strategies.
5.	More background & understanding-continue to learn!
6.	assessment
7.	Find more time; better sleep and spa treatments.
8.	Provide field experience with ELLs.
9.	NA
10.	
11.	
12.	
13.	In the methodology classes I would have changed the order of chapters I covered; Allowed more time for class discussion.
14.	Focusing more on a learner-leveled approvable. Most L1 students are "ELL" learners academic English is a different language.
15. [†]	NA
16.	not applicable.
17.	
18.	Tried to get more faculty and students involved
19.	I'm already re-writing the courses I teach. A better text would help! Right now there is too much confusion in the field about using a souling-usitic (?) approach to L2 and reading/writing and how to use a balanced approach to literacy. The texts reflect this.
20.	

[†]Respondent status is "school psych student; ELL team member"

4c. How, if at all, has your confidence in training teacher candidates to work with ELLs changed?	
1.	I would say it has increased. In addition to learning new ideas or techniques, listening to experts and others often confirms that what I am doing is "on the right track."
2.	
3.	was nice to hear ESL teachers and how prepared or not they were to teach-it gave me ideas on what to include in my instruction.
4.	Through this conf. & other experiences I have learned the important of infusing ELL-related info throughout courses.

5.	I would say that I am more excited & purposeful.
6.	improved-got great ideas-practical-
7.	I've grown over the past several years in my ability to deliver the ESL endorsement courses.
8.	More willing to include in my curriculum-
9.	NA
10.	
11.	
12.	
13.	I feel more confident.
14.	Greater confidence as I reflect on what I know & what I need to learn.
15.†	NA
16.	I need more information and training and discussion on how to frame information teacher candidates need.
17.	
18.	Yes, I feel I have learned a bit and also am aware of how much I need to know and what needs to be done in one program.
19.	It has increased because I have sought out info and self-taught....always looking for better ways to get the learning to happen.
20.	

†Respondent status is "school psych student; ELL team member"

5. In the future, what will you do to better prepare teacher candidates to teach ELLs?	
1.	I will have more and better information about the ELL population available for students at the beginning of the course. I find that this info is very motivating to future teachers.
2.	Not sure yet
3.	incorporate ideas from this conference into my syllabi, discuss to my students what I have learned here.
4.	reconceptualization syllabi
5.	More exposure in diverse settings-focus on ELL.
6.	Focus on areas of special needs with ELL.
7.	Research special needs services for ELL's. Identification & specific servicing requirements.
8.	Field experiences; help ELL in fore front as part of semester-wide focus in content taught.
9.	NA
10.	
11.	
12.	Doesn't apply to me.
13.	Given more real life projects or experiences.
14.	Focus on a learner-centered approach/attitude.
15.†	I hope to use the knowledge those I have gained in my professional development as a school psychologist to work actively with the ELL students, teachers, and families involved. Understanding someone's culture is crucial in best practices.
16.	I will make students aware of the ICLC as a resource for professional development and contacts in working w/ EL students and include opportunities into syllabus and class activities to identify and discuss issues strategies, and information related to ELLs.
17.	
18.	Incorporate ELL preparation in our curriculum mapping activities to be more systematic in our preparation
19.	Investigate Marzano's learning academic vocabulary strategies more. Continue to search for better materials and learning experiences to use in classes. Try to reconcile the support of "whole language" by authors and theorists with the 5 pillars of reading instruction.

20.	Ask students (TCs) to include strategies for ELLs in planning.
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†Respondent status is "school psych student; ELL team member"

6. What new learning that you gained at the ICLC do you hope to implement immediately?	
1.	I can't think of any one thing.
2.	
3.	Sped & ELL-fine line and how do we diagnose & refer students to sped? ; content-based instruction; math/science-sheltered instruction
4.	more reflective formative assessment.
5.	What teachers wish other teachers knew.
6.	folklore curriculum, IA art council. Excellent
7.	Bring in the keynote banquet presenter.
8.	CALP instruction process-(wong-fillmore's pres)-
9.	NA
10.	
11.	The different strategies especially ? From Ms. Kathleen Olson.
12.	Scaffolding ideas; Bringing more ESL classes into brake.
13.	Concentrating more on stressing "academic language"
14.	Integrate some of the concepts into the methods of teaching Foreign Lang. class.
15.†	Being aware of other people & appreciating & valuing their input & expertise when involved with a particular issue.
16.	I will share with colleagues and students the need to become more knowledgeable about linguistic diversity and seek personal opportunities to continue to learn about issues, needs and barriers for ELLs and their families to better prepare teacher candidates I'm teaching in future.
17.	My college's TESOL certificate is currently slanted toward training the students to teach English to adults, often overseas. So most of what I've heard here has either not been new or not relevant to the my program in its correct status. (See next question)
18.	Materials available both in books, articles, and websites that I can incorporate into student assignments
19.	nothing
20.	

†Respondent status is "school psych student; ELL team member"

7. What made you want to attend the ICLC?	
1.	I was looking forward to hearing Wong-Fillmore and I was eager to have my students exposed to all of the facets of the conference. It's really motivating for others to hear from so many people currently working with ELLS.
2.	TQELL participant
3.	It is convenient and students were chosen in my field this year, I and my students were chosen for a grant (TQE) to participate.
4.	always good info & networking opportunities.
5.	Lang and Literacy connections
6.	Part of group in TQELL project.
7.	attend as part of TQELL group
8.	
9.	I'm always looking for things to implement in my future class.

10.	
11.	I am a member of our ESL team at William Penn Universities, and I wanted to become familiar with specific strategies when teaching ESL learners.
12.	I thought it would be a great way to gain knowledge on how to teach ELL.
13.	The good & positive comments I get from people who had attended before.
14.	Immediate connection-Teaching Methods of Tchg Sec Foreign Lang. for the 1st time plus learning how to better prepare education students to teach ESL/ELL students.
15. [†]	The TQELL opportunity & my professional development and awareness for my future of working with a variety of students, teachers, parents AEA colleagues, families, administrators , and other relevant & involved school staff members.
16.	Interest in diverse populations in Iowa schools; Opportunity offered by TQELL; Opportunity to interact w/ educators and teacher educators concerned about cultural diversity and linguistic diversity.
17.	I have no specific training or experience in working with ELLs in K-12 contexts. My college may eventually want to offer TESOL endorsement to its el ed students, however, so I'm here to learn something about this area of TESOL.
18.	
19.	I had hoped to find something to use with teacher candidates that I could use to better prepare teacher candidates to work with ELLs.
20.	I want to be a better teacher myself. One who can identify/meet varying needs of TCs.

[†]Respondent status is "school psych student; ELL team member"

8. Do you have any other comments or suggestions?	
1.	I enjoy the publishers exhibits and the artisan booth as well.
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	Make sure people who ask for vegetarian meals receive vegetarian meals. (at least 2 persons did not get dinner/lunch)
10.	
11.	Organizers should consider doing this conference at a more appropriate season not winter.
12.	
13.	not at this time
14.	
15. [†]	I would maybe ask to have the conference from 8 AM-5 PM or 6 PM for both days, instead of 8 AM-9 PM & 8 AM-3 PM.
16.	206 for lunch and banquet was freezing clod. I left to get warm; I came on Monday to pick up registration packet @ 7:50 p.m. The custodian informed me conference people responsible for registration left early. The blue highlighted box @ bottom of the hotel information page offered on line stated registration tables would be open Feb. 12 6:00-8:30 p.m. I unnecessarily walked several blocks to the convention complex to pick up registration materials but no one was there. I suggest you don't offer pick-up of name badge and conference packet on the night before, if you can not provide that service for the full time you note on conference materials; Include policymakers as presenters for sessions or keynote at luncheons banquet to help inform conference attendees about legislation & issues that need support or defeat that impact ELL students & families.
17.	
18.	I did gather some contacts at the recent AACTE meeting in New York that I will discuss with Carmen Sosa so we can develop models for program improvement.

19.	Our students heard people say “label thing in your room” so much that some seem to think that is the #1 thing to do – can we move beyond this?
20.	

*Respondent status is “school psych student; ELL team member”

ICLC 2007 – Teacher Candidates

1. Consider everything about the ICLC and all aspects of your experience here. What has been most valuable to you?	
1.	
2.	The wealth of information about different approaches and great ideas/activities for our students.
3.	The PWIM session; picture word induction model.
4.	Strategies that can be used in classroom.
5.	Dr. Olson's vocabulary methods!
6.	Starting to be around people who do what I will be doing.
7.	Interaction with other teachers; Sessions about the basics of ELL teaching.
8.	
9.	The variety of sessions to choose from. We are able to pick what's relevant & important to us.
8.	As a teacher candidate, this has been extremely valuable. Meeting people, hearing new ideas, reviewing materials & learning about what issues exist in the field of ELL & multicultural education.
9.	
10.	The sessions on Tuesday, and talking with presenters & vendors.
11.	I learn so much at each conference & take away a wealth of info, strategies & ideas that it is too difficult to narrow it all down to one.
12.	The session on using authentic materials in the classroom. It was great! I learned a lot of great ideas.
13.	I liked the way the presenters of each session shared ideas on strategies to use in classroom for ELL.
14.	Lily Wong-Fillmore offered great insight to break down curriculum for students.
15.	Strategies for questioning using class & textbook content will be very useful (Lily Wong Fillmore). The panel of teachers at different levels of service was also helpful.
16.	Heard Tue night's presentation; Seeing the curriculum available; Being trained in Reed Naturally
17.	realizing how important the base foundation of understanding is for ELL students.
18.	banquet speaker/performer; federal employee speaker
19.	To see the same concepts that I am being taught are very modern & they work in dual areas (ie Special Education, low comprehension. ELL's). It's not a matter of labeling them or dumbing down information - but teaching them on a level based upon their specific needs in order to learn the best.
20.	Talking w/ other teachers & attending the art seminar on Wed. I found a lot of good information! I feel more informed on TESL in general & how to use literature & art to incorporate learning. Xiong was wonderful as well.
21.	I really enjoyed hearing Lily Wong Fillmore speak. She is such an innovator in the field and I am so glad she came to this conference.
22.	
23.	
24.	The vocab session I was able to go to Monday morning. Lily Wong was good to hear as well. Jana Fox at lunch was fun.
25.	Listening to the English Language Learners themselves. It gave perspective and insight into what works and what doesn't
26*	Learning new “attacks” to help my students both ELL and native
27*	The most valuable to me were the different opportunities to learn & strategies that work in an ESL classroom.
28*	Ways to implement new teaching strategies; What to look for when going into a classroom.

*Took wrong survey – answers provided for questions that were on both surveys

2. What has been least valuable to you?	
1.	The discussion of refugees in Iowa.
2.	The second keynote speaker spoke very well but in a way which was hard to keep us with her.
3.	The refugee lecture/speech.
4.	
5.	ORR-She was a good speaker, but I don't have any refugee experience.
6.	The ISU panel really was not relevant to us as students.
7.	The vender tables.
8.	Dr. Long TQEL seminar
9.	Presentations read from the power point.
10.	lunch
11.	vendors
12.	N/A
13.	nothing-I value the wonderful opportunity I have had by being part of a TQELL team.
14.	The speaker at lunch on Tuesday. I don't know much about refugees or her organization.
15.	I believe that everything is was valuable, I learned many things and I met new people.
16.	The Iowa state seminar. Not practical for preservice teachers. *Also more moving around-handson presenters instead of just sitting.
17.	The panel with Iowa State University was meant for another audience. It may have been good for the college professors, H.S. and district administration, or high school counselors, but was not good for preservice teachers. Would have liked to see strategies to apply to classes.
18.	Some of the keynotes weren't applicable to Elementary.
19.	
20.	Please improve the job fair (more employees)
21.	
22.	?
23.	The ISU part on the 2nd day. I feel that I gained nothing from that session. Perhaps that would have been better geared toward administrators.
24.	The ISU session felt like an endorsement for ISU. I feel Monday afternoon sessions should be a pre-conference. I would have rather been learning in other sessions.
25.	The length of the sessions
26*	
27*	Least valuable are the sessions where time is spent trying to sell a product – reminds me of infomercial [informercial]
28*	Not being able to choose what session I attend

3. What could have been done to make this experience better for you?	
1.	More sessions for pre-teachers. More hands-on, move around sessions.
2.	Maybe have a couple of keynote speakers so you can choose what is important for your experience.
3.	N/A

4.	More strategy sessions; more sessions on science & math
5.	More practical experiences, strategies, scenarios.
6.	given us one more chance to attend whichever session we wanted to
7.	
8.	Omitting it and handing out a brochure.
9.	? Not sure. Very good experience.
10.	
11.	
12.	N/A
13.	If there is snow the 1st day-possibly consider starting 2 hr. late(sort of like the schools do.)
14.	Maybe more information on <u>young</u> ELL students & not <u>all</u> or mostly on adults.
15.	I wish I could have had I chance to be at other sessions but other than that I am satisfied how every thing turn out.
16.	Been allowed to choose which speakers to see. I learned about TQELL but not what I could use in classroom.
17.	It is okay to be asked to participate in some of the sessions but it would be nice to have some choices and to go to sessions that help identify strategies for teaching students.
18.	ability to receive notes from sessions I didn't attend; opinion from others on what sessions would be good for me.
19.	a separate schedule for easy reading.
20.	Choose my own sessions; Know info ahead of time (where to park, bring money for vendors, bring resume for job fair)
21.	
22.	I would have liked to see or hear more information on teaching English overseas & maybe more information on how to counsel new immigrants/refugees when coming to the United States.
23.	Perhaps if there were more sessions geared toward teacher candidates who are ready to make the move to actual teaching. Some practical information would have been nice.
24.	Being able to choose the sessions to go to. More strategies. Make job fair more worthwhile.
25.	Have the sessions shorter. Also having each session offered two or more times. I only got to go to half the sessions I was interested in because they ran at the same time.
26*	Send out class/seminar synopsis to attendees before the seminar to aid in team planning
27*	This would be a [illegible word] conference if the time of [illegible word] of the conference would have been in October or April – CONSIDER THE WEATHER OF IOWA and its climate when planning events.
28*	Choosing where I want to go

4. In the future, what do you intend to accomplish to improve your teaching of ELLs? If you do not yet have your own classroom, what do you plan to implement when teaching ELLs?	
1.	I really like the idea of PWIM. I will try to at least use this idea.
2.	I plan to implement PWIM, articles/Newspapers, daily ads, and many fun activities which I learned at the conference.
3.	I plan to use visuals as much as possible quality texts and to make learning meaningful.
4.	Phonemic awareness & phonic skills.

5.	
6.	just starting to gather ideas.
7.	I want to learn more about the types of assessment I was exposed to.
8.	
9.	Take back knowledge to share, especially knowledge about ELLs & NCLB.
10.	I plan to incorporate language objectives into my content objectives.
11.	complete school
12.	
13.	
14.	I want to learn the "how to" techniques, because there are many resources out there, but I don't quite now when or how to use them in my class.
15.	I plan to implement strategies that I learned from the sessions.
16.	Strategies & Models or demonstration for ELL children to see now it works.
17.	I will use the information from Lilly Wong Fillmore's session to breakdown text for students. I also will continue to identify information that is cultural in our curriculum to scaffold and provide background knowledge.
18.	using a lot of pictures; rewriting definitions and textbook material in simple words.
19.	
20.	To differentiate instruction throughout the class including ELLs of various levels.
21.	That I will be made more aware of the needs of ELL students in my classroom. To take the time to get to know their family + to pay attention to their needs.
22.	My pronunciation in the classroom & an attitude of patience & understanding toward my students.
23.	I plan to go back to school and get a reading endorsement.
24.	Learn strategies in order to recognize the needs for ELL.
25.	An open community where we can embrace each other's culture while working on conversational and academic English to help one another succeed.
26*	
27*	
28*	

	5. What new learning that you gained at the ICLC do you hope to implement immediately?
1.	
2.	I plan to try using PWIM in the classroom more often. The PWIM session was great with a lot of information.
3.	The PWIM strategy
4.	PWIM
5.	Technique for building vocab-
6.	See above.
7.	Learning vocabulary techniques.
8.	The strategies of the structured science & math seminar (SMELL)
9.	About RTI & NCLB.

10.	
11.	authentic materials
12.	
13.	
14.	I plan to share the ideas from the authentic materials session with my peers at [institute of higher education].
15.	I think that looking through the catalogs to prepare me more with the types of textbooks and material that is out there to help ELL students.
16.	No classroom yet
17.	See above.
18.	graphic organizers
19.	the level of building reading skills
20.	(Still a student) thinking about the experiences + backgrounds of the ELLs
21.	PWIM! "Whadaya Say?" session was an eye opener on some of the more "used" vocabulary
22.	When I'm giving speeches to pronounce clearly & when I'm teaching students to help them make the learning their own. I want to give them reason to learn!
23.	How to incorporate more academic language.
24.	n/a
25.	I won't have immediate opportunity to do so as I am a teacher candidate
26*	
27*	The different strategies – especially [two illegible words] from Ms. Kathleen Olson
28*	Scaffolding ideas; bringing more ESL classes into [institute of higher education]

	6. What made you want to attend the ICLC?
1.	I want to teach ESL/ELL & wanted to learn more about it.
2.	TQELL-being able to come and learn with the reimbursement issues. I want to come also because of the great keynote speakers, concurrent sessions, and information which is centralized.
3.	The information and resources acquired.
4.	Interested in ELL
5.	My professor at [institute of higher education].
6.	The opportunity to get contacts & resources.
7.	I am interested in teaching overseas and am open to all I can learn about teaching ELLs and other cultures.
8.	
9.	relative to my thesis topic.
10.	My professor suggested that I join the TQELL initiative & this conference followed from that.
11.	desire to teach ESL
12.	I am getting my ESL endorsement so I figured this would help me greatly.
13.	
14.	I'm very curious about ESL programs as I'm just beginning the endorsement.
15.	I attend [institute of higher education] and I joined the TQELL team and I am in the process of getting my ESL endorsement so I am trying to gather as much info. as I can for future reference.

16.	Learn strategies to use in my classroom.
17.	This is my fourth conference - I always enjoy it. There is always something to learn.
18.	I wanted to learn how to teach ELL's. I had little knowledge of materials and the ELL world.
19.	The interest in learning new and inovative ways to teach and instruct ESL students
20.	learn specific strategies for teaching ELLs
21.	Given the opportunity (for free) to experience the mind of TESOL teachers. To get a view of ELL students that might be a minority in my class.
22.	I was given the opportunity to attend this conference through my college & the TQELL grant. I'm very happy I was able to attend.
23.	I am engrossed in the ELL field and truly feel that it is my life's work. I wanted to attend to gain knowledge & tools about how to better help, assist, & teach my students.
24.	Hoping to learn about ELL; Gaining strategies for reaching them in my English/Reading classroom.
25.	The opportunity to hear teachers, experts, and learners from all over the state.
26*	I'm always looking for things to implement in my future class
27*	I am a member of an ESL team [institute of higher education], and I wanted to become familiar with specific strategies when teaching ESL learners.
28*	I thought it would be a great way to gain knowledge on how to teach ELL

	7. Do you have any other comments or suggestions?
1.	Let us have our break time!
2.	The sessions, when running late, leave less room for breaks which is needed to get up wake up after setting for a long time.
3.	It was a great conference!
4.	Speakers on topics of Science & Math, recognizing gifted & special needs ELL students.
5.	I would have liked more, more,more. However, I am not a practicing and don't have much background at all that I brought to this conference. 3 of the TQ components could have offered more specific methods, as opposed to general concerns.
6.	just that the ISU session panel wouldn't be vital for students already in school, especially not relateable or needed.
7.	The only distracting thing was how cold the convention center was. Sometimes it was difficult to concentrate on what was being said.
8.	
9.	No
10.	I am very impressed by the conference. I hope to attend again and will encourage others too.
11.	
12.	
13.	
14.	Nope!!
15.	Some of the sessions were too COLD!
16.	For TQELL give more options. I saw options I thought would be beneficial but I could not attend. Lunch was a disaster both days-not enough dishes or selection.
17.	
18.	Being able to hear from more ELL learners to hear what worked for them; Vidios of ELL learners.
19.	
20.	vegetarian meals. I was able to get one out of three meals; make sure the sessions end on time

21.	There was much learned. It was an excellent conference. Thank you so much for giving me the opportunity especially since I would have not been able to w/out your financial help!
22.	That art seminar @ 1045 on Wednesday was the most beneficial for me! Lots of good information...practical!
23.	-
24.	Provide more info up front about the grant & allow use to choose which session to attend. In my opinion, we should be able to choose workshops to attend. I feel the "choice" option was the most beneficial. The Tues afternoon workshops should be held prior to the workshop in order to introduce us to the front as well as not take away from the opportunities to attend workshops and learn strategies. Additionally, I feel the ISU workshop was not beneficial - unless I was wanting to transfer there. I feel the ideas they presented could have been divided into individual workshops - ie --> teaching abroad, ? instruction, etc. Overall, it felt like an advertisement for ISU.
25.	I liked having the booths and seeing all the samples from the publishers but it was very congested and uncomfortable.
26*	Make sure people who ask for vegetarian meal receive vegetarian meals (at least 2 persons did not get dinner/lunch)
27*	Organizers should consider doing this conference at a more appropriate season – not winter.
28*	